

illinois state university

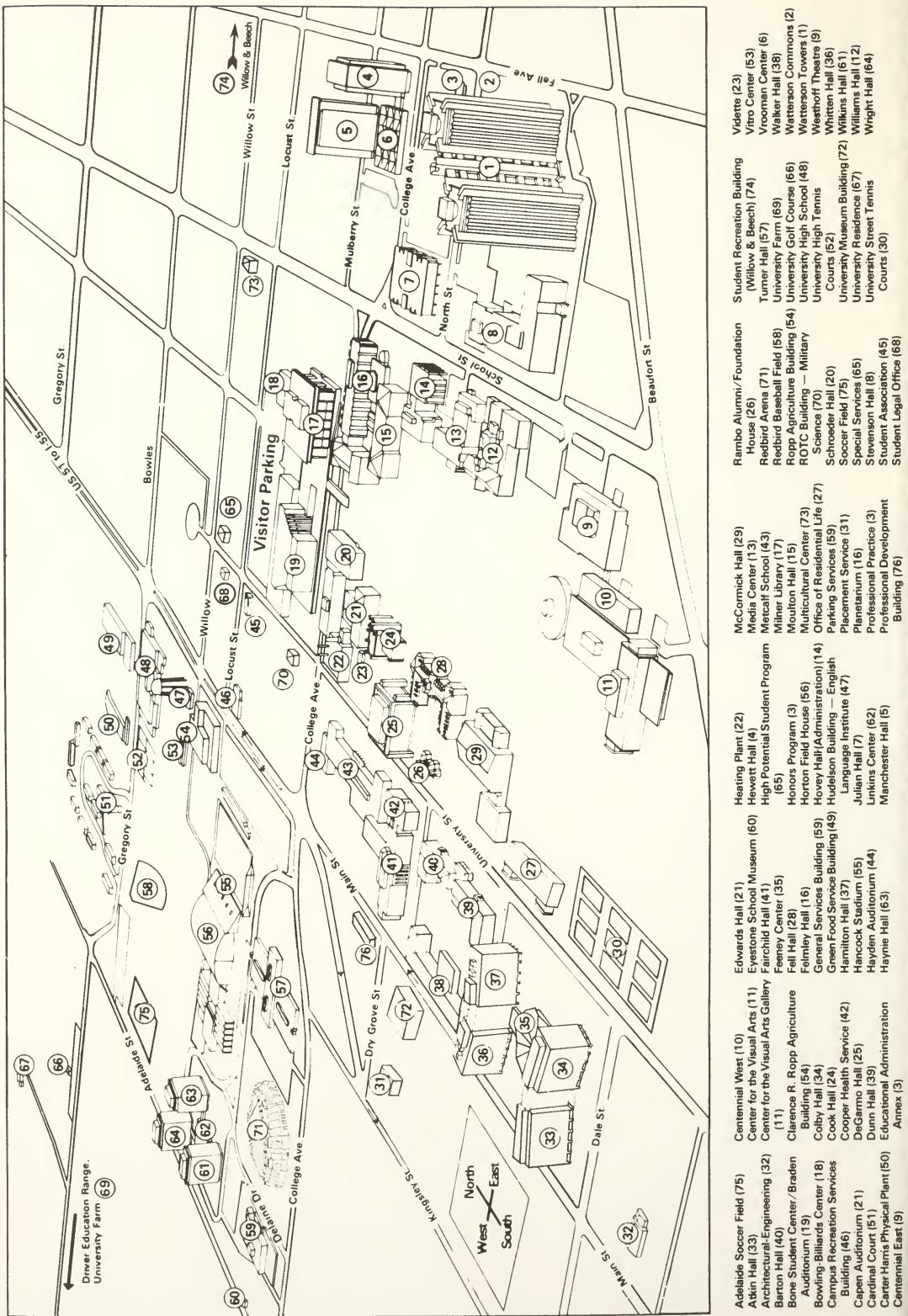
UNDERGRADUATE
CATALOG

1990-1991



Campus Guide

Illinois State University



**Illinois State University
Undergraduate Catalog**

1990-1991

Effective May 14, 1990

University Offices

**University Operator: (309)438-2111
Admissions and Records: 438-2181
Financial Aid: 438-2231
Residential Life: 438-8611**

Using the Catalog

This publication contains information about admission, costs, financial aid, housing, academic programs and requirements, and student services and activities of Illinois State University. The importance of some of this information will vary from student to student; however, the sections on admissions, costs, and academic policies apply to all students and should be read carefully.

All students are urged to review the entire Catalog carefully to gain an overview of the opportunities offered by the University, as well as the University's expectations of students. For specific information about particular concerns, students should consult either the Table of Contents or the Index.

A wide variety of undergraduate programs (majors and minors) in more than 70 separate fields of study are described. Students should consult the appropriate departmental section of the Catalog for a description of the requirements for each of these programs and the academic policies section for the general requirements for graduation. **Students in teacher education programs should pay particular attention to the section devoted to University-wide Teacher Education Program Requirements.**

Undergraduate courses offered by the 34 departments of the University are also described in this Catalog. Students should consult the *Class Registration Directory*, published each semester, for specific information about courses to be offered that semester.

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factor as prohibited by law in any of its educational programs, activities, admissions, or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-7657. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, Illinois State University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right in writing. It also insures that records cannot be released in other than emergency situations without the written consent of the student except in the following situations:

A. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;

B. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;

C. to authorized representatives of 1) the Comptroller General of the United States, 2) the Secretary, 3) an administrative head of any educational agency, or 4) State educational authorities;

D. in connection with the student's application for, and receipt of, financial aid;

E. where the information is classified as directory information. The following categories of information have been designated by the University as directory information: name, address, telephone number, major, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. If you do not wish such information released without your consent, you should notify the Office of Admissions and Records prior to the first day of classes.

Questions concerning this law and the University's policy concerning release of student information and the procedures for contesting the content of cumulative files may be directed to the Office of Admissions and Records, Hovey Hall 201, (309)438-2181.

Table of Contents

University Calendar, 1990-91	5	Additional University Services	36
Introduction	7	Media Services	36
Board of Regents	7	WGLT	36
University Administrative Officers	7	Museums	37
Academic Senate and Committees	8	Planetarium	37
Admission	9	Research and Sponsored Programs	37
Admission Applications	9	Alumni Services and Development	37
Student Classifications	9	University Studies Program	39
Admission Requirements	9	University-Wide Programs and Courses	43
Special Admission	11	Fields of Study and Degrees	43
Orientation and Registration	11	Program and Course Explanations	43
Medical Requirements	12	General Studies Major	45
Costs and Payment Policies	13	Ethnic and Cultural Studies Minor	46
Tuition and Fees	13	University-Wide Courses	47
Refund Policy	13	Interdisciplinary Studies	48
Estimated Total Yearly Expenses	14	College of Applied Science and Technology	51
Services for Students	15	Department of Agriculture	51
Financial Aid	15	Department of Applied Computer Science	55
Federal Grants and Benefits	16	Department of Criminal Justice Sciences	59
State Scholarships and Grants	17	Department of Health, Physical Education, Recreation, and Dance	61
Institutional Programs	17	Department of Health Sciences	69
Private Scholarships	18	Department of Home Economics	75
Loan Programs	18	Department of Industrial Technology	80
Student Employment	18	Department of Military Science	86
Veteran's Services	19	College of Arts and Sciences	89
Campus Living Accommodations and Policies	19	Department of Biological Sciences	90
Office of Residential Life	19	Department of Chemistry	93
Apartment Living	19	Department of Communication	95
Academic Support Services	19	Department of Economics	99
Academic Advisement	19	Department of English	102
Mathematics Assistance Center	20	Department of Foreign Languages	107
Center for Learning Assistance	20	Department of Geography-Geology	113
Counseling and Career Services	20	Department of History	117
Counseling Center	20	Department of Mathematics	121
Career Counseling	20	Department of Philosophy	126
Placement Services	20	Department of Physics	128
Health Related Services	20	Department of Political Science	129
Student Health Program	20	Department of Psychology	133
Office of Disability Concerns	21	Department of Sociology, Anthropology, and Social Work	135
Speech and Hearing Clinic	22	Department of Speech Pathology and Audiology	140
Co-Curricular Opportunities and Services	22	College of Business	142
Student Life and Programs	22	International Business	143
University Multicultural Center	23	Department of Accounting	144
Campus Recreation	23	Department of Business Education and Administrative Services	147
Bone Student Center/Braden Auditorium	23	Department of Finance and Law	149
Student Discipline and Grievance Procedure	24	Department of Management and Quantitative Methods	151
Academic Policies and Opportunities	25	College of Education	155
University Grading System	25	Department of Curriculum and Instruction	155
Course Registration and Withdrawal	26	Department of Educational Administration and Foundations	159
Academic Requirements	27	Department of Specialized Educational Development	159
Undergraduate Degree Requirements	28	University-Wide Teacher Education Program Requirements	162
Graduation Requirements	28	College of Fine Arts	169
Catalog Requirements	29	Department of Art	169
Graduation Procedures	29	Department of Music	174
Second Bachelor's Degree	30	Department of Theatre	180
Proficiency and Placement Examinations	30	Faculty and Administrative Staff	185
Special Academic Opportunities	31	Faculty Emeriti	199
Honors Program	31	Index	205
Professional Practice	32		
Undergraduate Teaching Assistants	33		
High Potential Students Program	33		
Minority Professional Opportunities	33		
Special Services for Disadvantaged Students	33		
International Studies	33		
National Student Exchange	34		
Preparation for Graduate and Professional Study	34		



University Calendar, 1990-91

1990 Summer Session

May 21	Opening of summer session.
May 28	Memorial Day holiday.
June 15	Last day for undergraduate students to apply for graduation at end of summer session.
July 4	Independence Day holiday.
August 10	Summer session ends.

1990 First Semester

August	Registration and Program change. Please see <i>Class Registration Directory</i> for specific registration schedule.
August 19	Last day to withdraw from classes with a full refund of tuition and fees.
August 20	Classes begin.
August 21	Last day for late registration.
August 21	Last day for Program Change.
September 3	Labor Day holiday.
September 4	Last day to withdraw from classes with a full refund minus service fee.
September 7	Last day for undergraduate students to apply and pay fee for graduation in December.
September 18	Last day to withdraw from classes with a partial refund (See <i>Class Registration Directory</i> .)
September 21	Last day to withdraw or to remove credit/no-credit option from a full semester class.
September 22	Parents' Day.
October 12	Fall Vacation Day.
October 12	First half of semester ends.
October 15	Second half of semester begins.
October 20	Homecoming.
November 21	Thanksgiving vacation begins at 5:30 p.m.
November 26	Classes resume, 8 a.m.
December 8	Last day of classes.
December 10-14	Evaluation and review period.
December 14	Semester ends.
December 18	Grades due by 12:00 noon.

1991 Second Semester

January	Registration and Program change. Please see <i>Class Registration Directory</i> for specific registration schedule.
January 13	Last day to withdraw from classes with a full refund of tuition and fees.
January 14	Classes begin.
January 15	Last day for late registration and course changes.
January 15	Last day for Program Change.
January 21	Martin Luther King, Jr. holiday.
January 28	Last day to withdraw from classes with a full refund minus service fee.
February 2	Last day for undergraduate students to apply and pay fee for graduation in May.
February 12	Last day to withdraw from classes with a partial refund (See <i>Class Registration Directory</i> .)
February 15	Last day to withdraw or drop the credit/no-credit option from a full semester class.
March 2	First half semester ends. Spring vacation begins at noon.
March 11	Classes resume, 8 a.m.
May 4	Last day of classes.
May 6-10	Evaluation and review period.
May 11	One-hundred-thirty-second Annual Commencement.
May 15	Grades due by 9:00 a.m.



INTRODUCTION

Board of Regents

The Board of Regents is the governing board for Illinois State University, Northern Illinois University, and Sangamon State University. Members of the Board are:

D. Brewster Parker, Lincoln, *Chair*
 Clara S. Fitzpatrick, Evanston, *Vice Chair*
 Jerome R. Bender, Rockford
 Carol K. Burns, Peoria
 L. Milton McClure, Beardstown
 David T. Murphy, Rolling Meadows
 Sylvia Nichols, Lawrenceville
 Harold Riss, Shirley
 James L. Wright, Chicago

One student, non-voting member from each university in the Regency System.

Chancellor:
 Roderick Groves, Springfield

University Administrative Officers

Thomas P. Wallace, *President*

David A. Strand, *Vice President and Provost*

Clayton Thomas, *Acting Associate Provost for Research and Dean of Graduate Studies*

Catherine Batsche, *Associate Vice President for Academic Planning and Program Development*

Roy A. Austensen, *Associate Vice President for Instruction*

Anita Webb-Lupo, *Associate Vice President and Director of Summer Session*

Elizabeth A. Chapman, *Dean, College of Applied Science and Technology*

Virginia L. Owen, *Dean, College of Arts and Sciences*

Robert W. Jefferson, *Dean, College of Business*

Thomas Ryan, *Dean, College of Education*

Alvin Goldfarb, *Dean, College of Fine Arts*

Calvin Stockman, *Dean, College of Continuing Education and Public Service*

Fred M. Peterson, *University Librarian*

James Alexander, *Vice President for Business and Finance*

Neal R. Gamsky, *Vice President and Dean of Student Affairs*

Charles E. Morris, *Vice President for Administrative Services*

Stewart Stabley, *Vice President for Institutional Advancement and Executive Director, ISU Foundation*

Founded in 1857 as the first public institution of higher education in the state, Illinois State University has developed into a major multiple-purpose university. The University is one of three institutions in the Board of Regents system and one of twelve public universities in Illinois. The central mission of Illinois State University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research. Illinois State University prides itself on providing personalized instruction that is of high quality. Developing student potential through superior teaching is the first

priority of Illinois State University. The University provides opportunities for students to increase their capacity for inquiry, logical thinking, critical analysis, synthesis, and independent learning. One of the goals of Illinois State University is to provide undergraduate programs which are of the highest quality in the State of Illinois. The University's curriculum, emphasizing excellence of instruction, is complemented by strong graduate programs, faculty research, and community service activities.

The University seeks to provide an atmosphere in which an excellent faculty interacts with capable students in and outside the classroom to produce educated citizens. In addition, the University recognizes that knowledge occurs not only in classrooms, laboratories, and libraries, but also in living units and in a rich profusion of social, recreational, and artistic activities that are provided for the students, faculty, staff, and community.

Campus: The tree-shaded campus of Illinois State University, covering 850 acres in Normal, is a study of varying architecture, ranging from the castle-like appearance of Cook Hall to the modernistic dominance of the 28-story twin Watterson Towers residence halls. Major classroom buildings are centrally located and are surrounded by the library and recreational, social, and residence structures. Most facilities are accessible to the handicapped.

The library building, completed in 1976, provides shelving for 1.8 million individual items and study space for 2,700 students. Each of the six floors of the library provides a variety of study areas—individual carrels, small tables, conference rooms, and lounge chairs—all located adjacent to books, periodicals, and other library materials.

The collections of the University Library include 1,001,945 cataloged books and 332,270 U.S. Government publications, a total of 1,334,115 volumes. Several thousand additional publications are available through 58,750 reels of microfilm and 1,382,950 microcards, microfiche, and sheets of microprint. The Map Collection contains 413,500 cartographic items. A record collection of 21,800 recordings is available. In addition, the library's membership in the Center for Research Libraries makes a 3,000,000-volume collection available to the faculty and students. The library also provides access to other libraries throughout the country and in Illinois through OCLC, the Illinois Library Network, and the Illinois LCS organization.

Other University facilities include an 18-hole University golf course, a 350-acre University farm, recreational fields, and other open areas for student and public use. Illinois State also offers the community a 3,500-seat auditorium, a student center, and a recreation facility for bowling and other activities. Inter-collegiate and intramural sports are frequently scheduled in the 7,700-seat Horton Field House and in Hancock Stadium, which has an all-weather playing surface. The 10,500-seat Redbird Arena, completed in 1988, is used for many activities, including concerts and athletic events.

Residence structures include high-rise buildings of 28-, 18-, 12- and 10-story heights, as well as more traditional halls of only a few stories. Student apartments are located at Cardinal Court and at 300 Shelbourne Drive.

Collegiate Organization: Academic programs and courses are offered in 34 academic departments which are organ-

ized into the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, and Fine Arts. Undergraduate academic program and course offerings are listed in the Catalog according to the collegiate and departmental organization. University-wide program and course offerings are described separately.

The Graduate School offers master's degree programs in most fields in which undergraduate programs are available and doctoral degree programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, School Psychology, and Special Education. Further information concerning graduate study at Illinois State University is available in the *Graduate Catalog* and at the Graduate School office in Hovey Hall.

The College of Continuing Education and Public Service offers off-campus courses, workshops, and conferences designed for adults who wish to improve themselves professionally. Information about such offerings is available in bulletins published by the College each semester. The University makes no distinction between credit earned on or off campus and does not offer correspondence courses.

Academic Senate and Committees: The Academic Senate is the major governance body of the University. The Senate acts in legislative and advisory roles with regard to University policies concerning faculty and students, academic programs and planning, and University concerns. Based upon the concept of shared governance, the 50-member Senate's elected representatives consist of 27 faculty members and 19 students, 3 Vice Presidents, and the President of the University.

Through the Academic Senate and its external committee

system, students, faculty, and administrators share in the study and development of policy. Students are encouraged to participate in the following Senate-appointed committees and councils: Academic Planning, Academic Standards, Elections, Entertainment, Library, Facilities Planning, Reinstatement, University Curriculum, University Forum, Council on Teacher Education, Honors Council, Council on University Studies, University Union/Auditorium Board, Student Code Enforcement and Review Board, Athletic Council. Students also participate as members of college and departmental councils and serve on search and ad hoc committees.

The Academic Senate Office is located in 301 Hovey Hall.

Accreditation: Illinois State University is accredited through the doctoral level by the Commission on Institutions of the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education. In addition, 18 programs hold discipline-based accreditation.

Summer Sessions: The University provides credit coursework during the summer. Courses are also offered off campus. Regular courses, taught by the regular instructors, are offered during the summer so that students may take the same type of work as that offered during the first and second semesters. Limited student teaching and internship positions are available during the summer session for those who are qualified. Prospective students may obtain the annual *Summer Class Schedule* by writing to the Office of Admissions and Records. This schedule lists courses, costs, and other information for the session. Summer session students should refer to the undergraduate and graduate catalogs for academic policies.



May 1989 College of Arts and Sciences Graduation, Redbird Arena

ADMISSION

Admission Applications

Prospective students may obtain applications for admission by writing to the Office of Admissions and Records, Illinois State University, P.O. Box 6901, Normal, Illinois 61761-6901. Prospective students may call toll free (1-800/366-2478) to request an application. On campus, applications are available in 201 Hovey Hall. Admission to the University does not guarantee housing in residence halls. At designated intervals, the Office of Residential Life will mail housing applications to students who have been admitted to the University.

All applicants who are not United States' citizens should request a **foreign student application**. Prospective graduate students should request a **graduate application**. Applicants 25 years of age or older who are interested in the Adult Learner Program offered by the College of Continuing Education should request an **adult learner application**.

An applicant may request admission for the fall semester, which begins in mid-August; for the spring semester, which begins in early January; or for the summer session, which begins in the middle of May. Applications are usually processed on a continuing basis.

The University reserves the right to curtail admission, adjust requirements, and limit enrollment in a program because of space or budget restrictions. Applicants are, therefore, encouraged to submit admission applications early.

Prospective students who are still in high school are encouraged to apply after completion of the junior year; prospective transfers should apply early in the year before desired enrollment. The Admissions Office will process applications until enrollment capacities are reached, so early application is advantageous. The admission decision is based on high-school class rank, course patterns, standardized test scores, availability of space, and any previous college work. The University may, in some cases, defer a final decision pending receipt of a final transcript showing that grades were maintained.

Certain academic programs have selective admissions policies. These policies are explained in the departmental sections of the catalog.

Student Classifications

The University has three classifications for new undergraduate students:

1. **Beginning freshman:** a person who has never registered at any college or university.
2. **Transfer:** a person who has registered at another college, whether or not any work was completed.
3. **Unclassified undergraduate:** a person who desires to take classes at the University but does not have immediate plans to become a candidate for a degree.

Admission Requirements

Admission requirements are normally the same for all semesters or sessions. The specific requirements for the three undergraduate classifications are explained below.

Exceptions to these requirements may be made for special admissions categories (see Special Admissions). The admissions decision is based on high-school class rank, course patterns, standardized test scores, availability of space, and any previous college work.

Prospective ISU students are expected to have a strong academic background. Reading, writing, and mathematics are central to that background. Illinois State University, along with the Illinois Board of Higher Education, recommends that prospective students prepare for college by including four years of English, science, mathematics, and social studies, along with two years of foreign language, in their high-school program.

While the University offers a wide range of support services to improve students' chances for academic success, it does not offer remedial assistance in mathematics, reading, or composition. Students who believe that they have deficiencies in these basic skills are advised to enroll in appropriate preparatory courses elsewhere before enrolling at Illinois State University.

Academic departments at ISU are willing to supply prospective students with additional information about particular majors. Students or counselors with specific questions should write to the appropriate departmental chair.

Standardized Tests: Prospective beginning freshmen and transfer students with fewer than 30 hours must have ACT or SAT scores sent directly to the Office of Admissions and Records. If the scores were not sent to Illinois State University at the time the test was taken, write the American College Testing Program (ACT, Box 168, Iowa City, Iowa 52240) or the Educational Testing Service (SAT, Educational Testing Service, Princeton, New Jersey 08540) and request to have them sent to ISU. Upon request, special testing arrangements will be made for prospective students with disabilities.

BEGINNING FRESHMEN: Admission requires graduation from a regionally accredited high school, or a school in Illinois recognized by the State Superintendent of Education, or a GED certificate. The University accepts for admission the academically best qualified applicants. Admission is competitive and preference is given to applicants who are judged best by class standing, ACT or SAT scores, and specific course preparation. In addition, space availability is taken into consideration.

The University has established the following admission standards and procedures for freshman applications for the summer/fall 1990. The University has found it necessary to be selective in its admission of students in order to assure that appropriate resources are available. Students will be admitted from the groups below which are listed in priority order.

Admission

1. Applicants who rank in the upper one-half of their high school graduating class **and** who have an ACT standard composite score of at least 20 or a composite score of 21 on the Enhanced ACT (or equivalent SAT), will be admitted to the University pending receipt of the

appropriate transcript and a determination if space is available at the University. Students who enroll in the Honors program will receive priority processing of their applications and subsequent registrations.

2. Applicants who have an ACT standard composite score of 21 or greater, or a composite score of 22 or greater on the Enhanced ACT (or equivalent SAT), and who are in the third quarter (25-49 percentile) of their high school graduating class will be considered in rank order for admission after December 1, 1989, if space is available at the University and the appropriate transcript is received.
3. Applicants who are in the third quarter or higher (25-99 percentile) of their high school graduating class and who have an ACT standard composite score of 16-20, or composite scores of 19-21 on the Enhanced ACT (or equivalent SAT) will be considered in rank order for admission after December 1, 1989 if space is available at the University and the appropriate transcript is received.
4. Applicants who have an ACT standard composite score of 1-15, or composite of 1-18 on the Enhanced ACT (or equivalent SAT), or who are in the lowest quarter of their high school graduating class will not be considered for admission, with the following exceptions:
 - a. Applicants who are in the lowest quarter of their high school graduating class will be considered for admission on a case-by-case basis if they have an ACT standard composite score of 22 or higher, or a composite score of 23 or higher on the Enhanced ACT (or equivalent SAT), if space is available at the University, and the appropriate transcript is received.
 - b. Applicants who have an ACT standard composite score of 12-15, or composite scores of 16-18 on the Enhanced ACT, (or equivalent SAT) and who are in the top three quarters (25-99 percentile) of their high school graduating class will be considered for admission after May 1, 1990, if space is available at the University and the appropriate transcript is received.
5. Admission in some programs is limited due to available resources. Students who meet University admissions standards but have applied for a program in which space is not available will be considered for admission as General Students, until that category is filled.
6. Special admissions considerations and timelines may be used for minorities, honors students, students with special talents (art, theatre, music, athletics), and international students.

On a selected date, the applications for the fall semester will be reviewed to determine the numbers of students from each admissions group who have applied. Different admissions deadlines, either earlier or later, could exist for each college at the University. An estimate will be made as to the total number of students who will enroll from Admissions Group 1 and from the special admission applications. Based upon that estimate and other historical data, students from Admissions Groups 2 and 3 will be admitted to reach the target enrollment number.

Admission Requirements Beginning Fall of 1990: Freshmen entering the University beginning in the fall of 1990 must meet a Class Rank and Standardized Test Requirement listed above and the Course-Specific or Basic Skills Requirements listed below:

Course-Specific or Basic Skills Requirements:

- four years of English, emphasizing written and oral communication and literature, or ACT standard En-

glish subscore of 20 or an English subscore of 22 on the Enhanced ACT (SAT Verbal equivalent); and

- three years of mathematics, including introductory through advanced algebra and geometry, or ACT standard Mathematics subscore of 20, or a Mathematics subscore of 21 on the Enhanced ACT (SAT Quantitative equivalent). A fourth year of advanced mathematics (trigonometry, pre-calculus, statistics, etc.) or computer programming is highly recommended; and
- two years of social sciences, emphasizing history and government, or ACT standard Social Sciences subscore of 20, or a Reading subscore of 20 on the Enhanced ACT (SAT Verbal equivalent); and
- two years of laboratory science or ACT standard Natural Sciences subscore of 20 or a Science Reasoning subscore of 20 on the Enhanced ACT (SAT Quantitative equivalent); and
- two years of electives in foreign language and/or fine arts.

Admission Requirements Beginning Fall of 1993: The Board of Higher Education has approved the following course-specific requirements for freshmen entering Illinois public universities and community colleges beginning in the fall of 1993:

- four years of English, emphasizing written and oral communication and literature;
- three years of social studies, emphasizing history and government;
- three years of mathematics; introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming;
- three years of laboratory science;
- and two years of electives in foreign language, music, or art.

TRANSFER STUDENTS: The University has established the following procedures for the admission of transfer students for the summer/fall 1990 semesters. The University may find it necessary to limit enrollment in order to assure that adequate resources are available.

1. Applicants who transfer from an Illinois public community college with a baccalaureate oriented degree (A.A. or A.S.) will be admitted to the University when the appropriate transcript is received. Application must be made by May 1, 1990. Once admitted to the University, admission criteria for a major must be met and space must be available before a student will be admitted to that major.
2. Applicants who wish to transfer from Illinois public community colleges or other two-year or four-year colleges are encouraged to apply early. Consideration for admission will be given as long as space is available at the University. Applicants who have earned fewer than 30 semester hours must meet the requirements for beginning freshmen as well as have an overall "C" average for all work completed. Applicants who have earned 30 or more semester hours must have an overall "C" average (2.0 on a 4.0 scale or the equivalent) for all college work completed. The student must be in good academic standing at the last school attended.
3. Separate admissions considerations and timelines may be used for minorities, students with special talents (e.g., honors, art, theatre, music, and athletics), and international students.

Upon request, before admission to the University is considered, transfer students must present evidence that there has been no history of behavioral problems at the last school attended. Withholding information or giving false information to the University may make a student ineligible for

admission to the University or subject to dismissal. Transfer students with fewer than 30 semester hours of transfer work must meet the same requirements specified above for beginning freshmen; they must submit high-school transcripts and ACT or SAT scores as well as college transcripts. All transfer students with 30 or more semester hours of transfer work must show evidence of competence in English language and computation skills. These skills may be demonstrated by standardized test scores, by high-school courses (successful completion of three years of English and one year of standard algebra), by appropriate college courses in composition and mathematics, or by completion of a baccalaureate-oriented associate degree program at an Illinois public community college.

Students currently enrolled at Illinois public community colleges may find it advantageous to complete the associate degree before enrolling at ISU. Illinois State University, in agreement with these colleges, allows a student with a baccalaureate-oriented associate degree to be admitted or readmitted to ISU with junior standing and with all University Studies (general education) requirements completed.

After approving a student for admission, the Office of Admissions and Records will send the student and the student's academic adviser a statement specifying how the transferred credit may be used to meet curricular requirements at ISU. Transfer credit from two-year colleges is limited to 66 semester hours plus a maximum of 4 semester hours of physical education. Additional credit for military service is also possible.

Registered Nurses: RNs will be admitted to the University and granted 60 semester hours of transfer work if they have graduated from an accredited associate degree or diploma nursing program with a 2.5 grade point average on a 4.0 point scale. To earn a baccalaureate degree, such students must complete the University Studies and the chosen major requirements.

Summer Visitors: Any student currently enrolled at another college or university, who plans to continue there, may attend a summer session at Illinois State University by submitting an application and an official statement of good standing in lieu of transcripts and test scores. A statement of good standing must be issued by the registrar or academic dean in charge of records. Students entering ISU in this manner are admitted as Unclassified. Please note that submission of official transcripts may be necessary for placement into some courses.

Unclassified Students: Individuals desiring to take a class or classes in the University without working toward any degree may be admitted as unclassified students if they have been out of high school for at least two years. Applicants will be required to provide evidence showing prerequisite background for the course(s) desired. Unclassified students must maintain the same standard of performance as degree students. Unclassified students who at some later time wish to become candidates for a degree must submit transcripts of all previous college work.

Readmission: Students wishing to return to ISU after being away for one or more semesters must apply for readmission through the Office of Admissions and Records (201 Hovey Hall). Readmission for a particular term cannot be guaranteed if the application is received less than two weeks prior to the beginning of classes.

Students who have been dismissed from ISU for poor scholarship must be reinstated by the University Reinstatement Committee before applying for readmission. Such

students should complete an application for reinstatement at least two months prior to the term in which they desire to reenroll. Reinstatement forms may be obtained from the Associate Dean of Undergraduate Instruction, 308 Hovey Hall.

ISU students who have been away from the University for one or more semesters and who have, in the meantime, attended any other higher educational institution must indicate such attendance on the readmission application and supply an official transcript from the other school(s). Such students must have earned a "C" average or higher for all coursework taken since last attending ISU and have been in good standing at the last institution attended as full or part-time students. Readmitted students should consult the section on Catalog Requirements to determine which catalog should be used to determine graduation requirements.

Special Admission: The University may admit a limited number of applicants with special characteristics and abilities who show the potential for success in collegiate work but who do not meet all the regular admission requirements. The special admissions programs are as follows:

1. *Talent Program:* Applicants who demonstrate an outstanding talent in art, music, theatre, or athletics.
2. *Early Admit Program:* Applicants who can benefit from college-level work prior to graduation from high school on a full-time or part-time (concurrent with high school attendance) basis.
3. *College Opportunities Admission Program:* Applicants must be new beginning freshmen, have a minimum ACT standard composite of 12, or a composite of 16 on the Enhanced ACT, and exhibit proficiency on diagnostic entrance exams. COAP is offered only in the fall semester. Students who are economically and/or educationally disadvantaged and can benefit from college-level work if intensive support services are provided are encouraged to apply.
4. *Veteran's Program:* Applicants who are Illinois residents who present a discharge for other than dishonorable reasons showing completion of at least a one-year active tour of duty in the Armed Forces and whose first attendance at a college or university after discharge is at Illinois State.
5. *Adult Learner Program:* Applicants who are over 25 years of age.
6. *Summer Opportunity for Freshmen:* Applicants who show academic promise, who can benefit from special assistance and counseling, and who are willing to begin their academic work during the summer session.

For all of these programs, inquiries should be sent to the Office of Admissions and Records, 201 Hovey Hall, and should specify the particular program of interest.

Orientation and Registration

Preview ISU: The University's summer orientation program, called "Preview ISU," is designed to acquaint new freshmen and their parents with the campus and its services and to provide the opportunity for students and parents to discuss campus life with faculty, staff, and continuing students. During the two-day Preview programs, new students will take placement examinations, meet with academic advisers, and register for fall classes. One-day "Transfer Day" programs are held for transfer students and their parents both during the summer and immediately prior to registration for the fall and spring terms.

Students who have been admitted and their parents receive registration materials for Preview ISU in the spring. Further information is available from the Office of Admissions and Records, 201 Hovey Hall, 309/438-2181. Arrangements will be made to assist students with disabilities during Preview. These students should notify the Coordinator of Disability Concerns, 207 Hovey Hall, regarding any special needs prior to arrival on campus, voice 309/438-5853 or TTY 309/438-8620.

Orientation for a limited number of students who are unable to attend Preview is held during the week preceding the first day of the fall semester. New freshman students entering during the spring semester should attend orientation during the week preceding the first day of classes.

Placement Examinations: Placement Examinations are held to determine the level at which a student should enter particular sequences of University courses and may be required by departments. No credit is awarded. Placement examinations are given during Preview, prior to academic advising and registration. A student's desired major and standardized test scores will determine any placement examinations that may be required.

Academic Advisement: Academic advisers work with each student during Preview to begin developing a long-range educational plan and to select appropriate first-semester courses. Representatives from the academic departments will also be available during the Preview sessions.

Registration: New students register for classes during the Preview sessions after placement testing and advising. Detailed information concerning registration procedures for a given term is outlined in the *Class Registration Directory* which students receive when they arrive for Preview.

Medical Requirements for ALL students: All students admitted to Illinois State University are required to file with the Student Health Service a completed ISU Health History form that includes complete immunization information. Illinois State Law (Public Act 85-1315) requires that all students, admitted for the first time to ISU after July 1, 1989, provide to the Student Health Service proof of immunity to tetanus, diphtheria, measles, mumps, and rubella. International students are required by University regulations to also provide proof of immunity to polio as well as evidence of freedom from tubercular disease. It is strongly recommended that all U.S. students be tested for T.B. within one year of first attendance at the University. Information and instructions for complying with these requirements are included with the ISU Health History form. Students who do not have the required immunization documentation on file will not be permitted to register for subsequent semesters at the University. Further information can be obtained by writing the Student Health Service or calling 309/438-8655.

Students who plan to participate in University-sponsored intercollegiate team sports will be required to have a physical examination by a Student Health Service physician and be cleared for participation prior to their first practice session or tryouts. The examination should be scheduled through the coach or with the Student Health Service *as early as possible during the summer*. Examinations can be given while the student is on campus for Preview, but a specific time for the exam must be prearranged with the Health Service. Students who do not have an athletic scholarship will have to pay for the examination at the time it is given (\$15 during the summer, \$20 after classes begin in the fall).



COSTS AND PAYMENT POLICIES

UNDERGRADUATE TUITION AND FEES

Tuition and fees rates for 1990-91 were not established at the time this catalog went to press and are subject to change by action of the Board of Regents. The following rates should only be used as a general guide to college expenses. Tuition and all fees other than health insurance are assessed at a per semester hour through the first twelve hours. There is no additional charge for hours above twelve. Health insurance is assessed to all students enrolled in nine or more semester hours.

Rate Schedule 1990-91

	Residents	Non-Residents
Tuition per semester hour	71.50	214.50
Fees per semester hour:		
General Activity	2.13	
Athletic and Service	3.76	
Bone Student Center	3.84	
Recreation and Athletic Facilities	1.87	
Redbird Arena	2.99	
Health Service	2.89	
Student-to-Student Grant	0.37	
Grant-in-Aid	0.15	
	18.00	\$18.00
Total per semester hour charges	89.50	232.50
Health Insurance (9 or more hrs)	50.50	50.50
Examples:		
3 semester hrs	268.50	697.50
6 sem hrs	537.00	1,395.00
9 sem hrs	856.00	2,143.00
12 or more sem hrs	1,124.50	2,840.50

Audit Costs: Students taking only audit courses (courses without credit) are charged tuition at the rate of \$71.50 per credit hour to a maximum of \$858.00.

Residents and Non-Residents: A student under 18 years of age is a non-resident if that student's parents are not legal residents of Illinois. A student over 18 years of age is a non-resident if the student is not a legal resident of Illinois at the time of registration. The director of Admissions and Records is responsible for determining residency.

Special Fees:

Registration Installment Fee	25.00
Bachelor's Degree Graduation Fee.....	15.00
Late Registration and/or Late Payment	

Fee (after scheduled dates) 10.00

Transcripts are issued only after all student obligations have been met. A student desiring a transcript should make the request at the Transcript Office. A three-dollar charge is made for each official transcript.

Material Charges listed under course offerings in the University catalogs are optional. A student may supply his or her own material and request the instructor in writing to waive the material charge.

Payment of Tuition and Fees: The University offers an installment plan for the payment of tuition and fees for the Fall and Spring semesters. For those selecting that option, a \$25.00 installment fee will be assessed, with approximately one-third of the total charges due at the time of billing, one-third about thirty days into the semester, and the

balance about 60 days into the semester. Students who advance register will be billed before the beginning of the semester. Students who register at the beginning of the semester will be billed at that time. If the bill is not paid by the date it is due, the student's classes will be cancelled and the student must re-register. The *CLASS REGISTRATION DIRECTORY* gives further information and lists specific dates.

Refund Policy: A registered student who officially withdraws from the University may receive a reduction of tuition and fees, including any advance deposit, according to the following schedule:

1. If withdrawal is prior to the first regularly scheduled class day, all tuition and fees are deleted.
2. If withdrawal is within the first fifteen calendar days after the first regularly scheduled class day, all tuition and fees minus a service charge of \$30 are refunded.
3. If withdrawal is after the fifteenth day but no later than the thirtieth calendar day, twenty-five percent of the tuition charge is refunded.

The university may designate shorter refund periods for summer session, special courses, and short courses.

A student who changes from full-time to part-time status or a part-time student who reduces the number of credit hours carried may receive a reduction of tuition and fees according to the following schedule:

1. If the reduction is on or before the fifteenth calendar day after the first regularly scheduled class day, all tuition and fees not applicable to the new part-time status are reduced. A service charge is not applicable to a student who changes from full-time to part-time status.
2. If the reduction is after the fifteenth but no later than the thirtieth calendar day after the first regularly scheduled class day, twenty-five percent of the difference in tuition charge only is reduced.

The student may receive a refund of insurance fees if the student demonstrates equal or better insurance coverage and completes the written application on or before the fifteenth calendar day after the first regularly scheduled class day.

A student whose course of study requires absence from campus for the entire term shall, upon proper application, receive refund of Activity, Health Service, and Athletic fees. The application for such refund must be made on or before the fifteenth calendar day after the first regularly scheduled class day.

Pursuant to guidelines established by the University, part or all of a student's tuition and fees may be refunded because of the student's death or disability, extreme hardship, or institutional error.

A student may receive a refund of tuition and fees if a scholarship is awarded that covers those fees. The application for refund must be made no later than 60 days after the close of the session.

A student may receive a refund of tuition and fees if the University declares him or her ineligible for enrolled status prior to the first day of regularly scheduled class.

The statement of the refund policy for University housing is a part of the housing contract.

Housing Costs: The room and board rate in the residence halls for the 1989-90 academic year was \$2,498.00 for multiple occupancy and 18 meals per week. Room and board rates for 1990-91 were not established at the time this catalog went to press. A limited number of single rooms are available at an additional cost. Two apartment complexes are available for qualifying upper-class, married, graduate, and family students. Rental rates for 1989-90 ranged from \$165-\$240 per month. Rental rates for 1990-91 were not established at the time this catalog went to press. For further information, contact the Office of Residential Life (see Residential Life).

Estimated Total Yearly Expenses: Because Illinois State University is a state-supported institution, the cost of

attendance is relatively low. The estimated total cost of attendance for the 1989-90 academic year (two semesters) was \$6,830 for a student residing in the residence halls. This estimate includes \$4,747 for in-state tuition, fees, and residence hall room and board, plus an estimated \$2083 for books, supplies, travel, and personal expenses. Estimated expenses for married students or students with dependents vary according to differences in family size. Out-of-state residents pay higher tuition charges and normally spend more on travel expenses. Tuition, fees, and on-campus housing charges are subject to change by action of the Board of Regents. All other amounts are estimates and are subject to change.



SERVICES FOR STUDENTS

Financial Assistance

FINANCIAL AID OFFICE

Hovey Hall 208, (309)438-2231 or (800)NOW-4AID

The Financial Aid Office annually administers and coordinates more than thirty million dollars in aid to approximately fifty-five percent of the student population at Illinois State University. These funds are awarded to qualified applicants. Financial Aid Advisers are available on a walk-in and appointment basis Monday through Friday from 9 a.m. to 4 p.m. to provide individual assistance to students and their families regarding available types of aid, eligibility requirements, application procedures, need determination, part-time employment, money management, and other related matters.

All financial aid is coordinated through the Financial Aid Office. Three types of financial assistance are available through federal, state, University, and private sources: 1) grants and scholarships, 2) part-time employment, and 3) loans. Scholarship, grant, and loan checks issued by Illinois State are automatically credited or restricted to pay outstanding University charges, including registration and housing charges. Students interested in receiving financial aid are encouraged to complete necessary applications before the preferential filing date of March 1.

To qualify for federal or state financial aid programs, an applicant must:

1. Be a citizen of the U.S. or a permanent resident.
2. Demonstrate financial need as determined by a need analysis method approved by the U.S. Department of Education.
3. Be enrolled as at least a half-time student (6 hours) in a program leading to a degree or certificate (i.e., classified). (In certain exceptional circumstances, a student registered for less than six hours **may receive a Pell Grant.**) Students not pursuing a degree (i.e., unclassified) are not eligible for any type of federal or state financial aid.
4. Not be in default on a Perkins Loan (formerly National Direct Student Loan) or Stafford Student Loan (formerly Guaranteed Student Loan).
5. Not owe a repayment to a grant program.
6. Make satisfactory progress toward a degree as defined by ISU (see Satisfactory Progress Policy).
7. Be registered with Selective Service if the student is a male, at least 18 years of age, born after 1959, and not a current member of the active armed forces.
8. Certify that, as a condition of receiving a Pell Grant, that he or she will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the period covered by the Pell Grant.

NOTE: A student may not receive federal or state financial aid from more than one institution at the same time.

For further information, students may refer to the *Illinois State University Financial Aid Information Guide*, or contact the Financial Aid Office.

Application Procedures: To be considered for need-based financial aid at ISU, students are required to submit the following documents to the Financial Aid Office:

1. The ISU Financial Aid Application. Indicate on this form the preference for the Stafford Student Loan (formerly Guaranteed Student Loan, (GSL)).
2. A Student Aid Report (SAR) from any one of four multiple data entry contractors, indicating expected family contribution as calculated on student's reported income data. To obtain a SAR, complete only one of the following nationally approved need analysis applications: 1) the Application for Federal Student Aid (AFSA), 2) the ACT Family Financial Statement (FFS), 3) the CSS Financial Aid Form (FAF), or 4) the Application for Federal and State Student Aid (AFSSA); List ISU as a college of choice, and check the item requesting release of data to ISU, to the Pell Grant program, and to the State Grant program.
3. Financial Aid Transcripts from all other colleges attended, whether or not the student received financial aid from the previous school(s) are required. A financial aid transcript must be received each time the student leaves ISU and attends another post-secondary institution.

NOTE: The Financial Aid Transcript is not the same as the academic transcript required for admission.

4. Students interested in a Stafford Student Loan (SSL) must identify a lender and answer the Stafford Student Loan questions on the forms described in 1. and 2. above.

The preferential filing date for the ISU Financial Aid Application is **March 1, 1990**. Applications received after this date will be processed according to availability of funds and staff time.

Read the instructions for each application carefully. Complete all applications accurately, using information from *actual completed tax returns*. Discrepancies in data will delay awarding and disbursement of financial aid. Limited funds, late application, or discrepant information in the application may keep an applicant from receiving aid.

NOTE: Changes in federal, state, and institutional policy could affect information printed in this publication.

Satisfactory Progress Policy

1. Illinois State University requires satisfactory progress toward a degree as an eligibility requirement for financial assistance.
2. The amount of any financial aid award is based on a number of factors, including the number of hours in which the student is enrolled at the time funds are disbursed.
3. For purposes of this policy, academic term is defined to include the summer, spring, and fall semesters.
4. A student must have *earned hours* (A) equal to at least 75% of the total *hours attempted* at his or her current degree level (undergraduate and graduate credits cannot be combined) to be considered eligible for aid in the succeeding term. *New students* (B) will be given an adjustment period; If a new student does not earn 75% of the *hours attempted* (C), the student will be considered on probation but aid will not be withdrawn.

5. A student's eligibility is terminated at the point when *total hours attempted (C)* equal 180 for the bachelor's degree.
6. This policy is applicable to all students receiving University administered financial aid funds during any academic term. Categorical exceptions approved by the Provost will be handled by the appeal process.
7. Prior to the beginning of each academic term, the Director of Financial Aid will review the eligibility of applicants. Those in violation of this policy will be notified in writing of their eligibility status.
8. Reinstatement is available automatically by earning additional hours at ISU to meet the 75% standard, or by appeal. The appeal procedure must be initiated by the student by obtaining a Satisfactory Progress Appeal Petition from the Financial Aid Office and returning the completed form with documentation to that office PRIOR to the tenth day of classes of the next academic term for which the student will be enrolled.

NOTE: Students should consult the University catalogs for academic policies and graduation requirements.

Definitions: The following definitions apply to the above policy and are referenced to the appropriate section.

- A. For undergraduates, *earned hours* are the sum of hours for which the student has earned a grade of A-D, CR, or CT, (including repeats). Withdrawals, incompletes, audits, and failures are not earned hours.
- B. A *new student* is defined as a freshman with 0-20 hours attempted at ISU.
- C. *Hours attempted* are the sum of the hours for all ISU courses for which registration charges were incurred. Transfer hours will be included in hours attempted.

Financial Aid Repayments: By signing the applicant's "Statement of Educational Purpose" on the ISU Financial Aid application, students agree to use financial aid funds only for expenses related to attendance at ISU. Therefore, if the student withdraws from or stops attending ISU *after receiving* Perkins Loan (NDSL), SEOG, or Pell Grant funds, he or she may be required to repay all or a portion of the awards. To determine if a repayment is owed, subtract the total of any other grants, scholarships, or waivers from the total institutional charges. From this result, subtract the total Perkins Loan, SEOG, and Pell Grant funds. If the difference is greater than \$100, the student will be required to repay a percentage of the amount over \$100 according to the following schedule:

FOR FALL AND SPRING SEMESTERS:

- A. Fifty percent, if the student withdraws or stops attending within the first 15 calendar days of the session.
- B. Twenty-five percent, if the student withdraws or stops attending between the 16th and 30th calendar day of the session.
- C. No repayment will be required if the student withdraws after the 30th calendar day of the session.

For the summer session the above guidelines will be applied in a corresponding manner to determine the amount of repayment to Financial Aid funds due to withdrawal during summer.

The amount to be repaid by the above calculation will be further reduced by any refund due from institutional charges. The amounts repaid will be distributed to the awards in this sequence: SEOG, Perkins Loan (NDSL), Pell. Unless otherwise notified, repayment of Perkins Loan must be made in accordance with conditions set forth in the promissory note and the repayment schedule established at the exit interview prior to withdrawal. Failure to

make the required repayment will result in a hold on academic transcripts, restrictions of future registrations, ineligibility for future financial aid, and any appropriate collection activities.

Regardless of the amount of repayment, any student withdrawing from a class at any point in the term may violate the Satisfactory Progress Policy and become ineligible to receive future aid. For determining student status, refer to the Satisfactory Progress Policy.

REFUNDS TO FINANCIAL AID DUE TO WITHDRAWAL:

If a refund is due the student for tuition or housing payments made prior to the date of withdrawal, the University must first determine if any of the refund should be paid back to the federal or state financial aid programs. The Financial Aid Office will determine the percentage of refund which must be restored to federal aid programs by applying the Federal Refund Formula: the sum of all Title IV Aid minus College Work-Study which is divided by the sum of all aid awarded minus College Work-Study. The percentage of the refund to be repaid will be distributed among the following awards in this sequence: SEOG, Perkins Loan (formerly NDSL), institutional awards, Pell Grant, private scholarships, Stafford Loan, PLUS, and SLS.

Unclassified Students: Unclassified students are defined as those students not enrolled in a specific undergraduate or graduate degree program. Federal regulations specify that financial aid cannot be awarded to unclassified students.

Confidentiality and the Release of Information: The Financial Aid Office will release information about the financial status of a student to those parties within the University concerned with financial welfare as related to the student's attendance at ISU. Inquiries from off-campus agencies and/or landlords will be answered by Financial Aid staff only if the student has completed, in advance, a 'Consent to Release Information' form available in the Financial Aid Office. To protect the confidentiality of the student's records, the Financial Aid Office will request proper identification in person before releasing any information concerning the student's financial aid status.

FEDERAL GRANTS AND BENEFITS

Supplemental Educational Opportunity Grants (SEOG): This program provides grants for undergraduates with exceptional financial need. Awards may range from \$100 to \$4,000; however, funding limitations restrict the average award at ISU to \$600 per academic year.

Pell Grant: This program provides federal financial assistance in the form of grants to undergraduate students who demonstrate need. Students will receive a Student Aid Report (SAR) approximately six weeks after completing a need analysis application. Students should review all copies of the SAR. If they are complete and accurate, *all copies of the SAR should then be submitted immediately to the ISU Financial Aid Office* where the amount of the Pell Grant will be determined. A photocopy of this report should be retained for the applicant's own records. Refer to the Application Procedure to be considered for a Pell Grant at ISU.

Department of Rehabilitation Services: Under Public Law 113, the federal and state governments jointly provide rehabilitation services to any disabled individual to enable the person to engage in a remunerative occupation. These services may include a financial grant that covers all or part of the tuition and fees and/or the student's maintenance costs. For detailed information and assistance in making application for State Rehabilitation Services Assistance,

write to the Department of Rehabilitation Services, 623 E. Adams Street, P.O. Box 19429, Springfield, Illinois 62794-9429.

Veterans G.I. Bill: A maximum of thirty-six months of benefits are available to any veteran of the Army, Navy, Marine Corps, Air Force, or Coast Guard who was honorably discharged and who entered active duty after December 31, 1976, and contributed to the education fund. Contact the ISU Veterans' Affairs Office, Julian Hall 209, for details.

Survivors' and Dependents' G.I. Bill: Children and spouses or survivors of veterans whose deaths or permanent total disabilities were service-connected in the Armed Forces after the beginning of the Spanish-American War may be eligible for benefits. Children of servicemen or servicewomen missing in action or prisoners of war for more than 90 days are also eligible. Assistance is available to eligible children during the period that begins on the date of the eighteenth birthday or successful completion of high school, whichever comes first, and ends on reaching the twenty-sixth birthday.

STATE SCHOLARSHIPS AND GRANTS

Some state scholarships may be used by students enrolled for classes on or off-campus; others are restricted to persons enrolled on-campus only. Students who do not intend to be enrolled for consecutive semesters may need to file for a leave of absence or reapply annually. Contact the Financial Aid Office for further instructions.

Illinois Student Assistance Commission (ISAC) Monetary Award Program: The ISAC Monetary Award Program awards tuition and fee grants based on financial need to undergraduate students enrolled on-campus. The applicant must meet eligibility criteria as determined by the rules of the ISAC.

Applicants for the Illinois Student Assistance Commission Monetary Award (ISAC) must check "yes" to the question concerning release of information to the state agency on the need analysis form they complete (refer to Application Procedures).

National Guard Scholarship: Any enlisted person who is actively serving in either the Illinois Army or Air National Guard or Illinois Naval Militia and who meets the following requirements may participate in the college scholarship program: (1) The applicant must fulfill all necessary college or University entrance requirements. (2) The applicant must submit annual application to the Illinois Student Assistance Commission (ISAC) for the scholarship and supply proper proof of eligibility (eligible applicants receive an entitlement letter that must be presented to the institution for authorization of tuition and fees covered under this program). If the applicant ceases to be a member of the Illinois National Guard or Naval Militia, the educational benefits will be terminated as of the militia termination date. Contact the Financial Aid Office for further information.

Illinois Veteran Grant: A veteran who was a resident of Illinois both before and after one year or more of active duty, and received other than a dishonorable discharge, may qualify for the Illinois Veteran Grant which pays tuition, activity fee, and graduation fee. A maximum of 120 points (approximately equal to 120 credit hours) may be covered under the Veteran Grant. Effective in Fall of 1985, all IVG recipients are eligible to receive both tuition and activity fee, regardless of discharge date or prior usage of the scholarship.

All veterans applying for the IVG must complete the Illinois Veteran Grant Application and submit it with a

photocopy of their DD214 to the Illinois Student Assistance Commission. A grant letter with an identification number will be issued and must be presented to the Financial Aid Office.

State Special Education Scholarships: The State Special Education Scholarships are made available by legislative enactment to selected high-school graduates who agree to take courses that will prepare them to teach the disabled. To be eligible, a student must be in the upper half of his or her high-school graduating class. The scholarship is valid for not more than four years of attendance within a six-year period. This scholarship carries an obligation to teach in Illinois two of five years following graduation. If this obligation is not fulfilled, the total amount received must be repaid to the State of Illinois, with interest at the rate of five percent. Interested persons should contact the Superintendent of their Regional Office of Education about this scholarship which covers tuition and activity fees for each semester and summer session.

Paul Douglas Teacher Scholarships: The Illinois Student Assistance Commission awards scholarships to full-time students enrolling in teacher education. Applicants must be Illinois residents and rank in the top 10 of their high-school graduating class. Financial need and other aid is considered in determining the amount of the award. Should a recipient change academic majors or fail to teach after graduation, a portion of the total amount awarded plus interest must be repaid.

Merit Recognition Scholarship (MRS): This program is supported by the Illinois Student Assistance Commission and is available to the top 10% of each Illinois high-school graduating class. An annual award of \$500 is given to those students nominated by their high-school counselor. The application sent from ISAC to the student must be submitted to the Financial Aid Office. Recipients must enroll for at least six hours for two terms each academic year, plus receive a 2.5 GPA, to qualify for the one-year renewal award.

General Assembly Scholarships: General Assembly Scholarships that cover tuition and activity fee charges are usually awarded one year at a time. Interested students should contact their State Representative or Senator. A competitive examination may be given to determine eligibility. The student must be a resident of the district from which he or she hopes to obtain the scholarship.

Regents' Tuition Waivers: Undergraduate tuition waivers are used to recruit talented students to the University and specific areas listed: Art, Music, Theatre, International Studies, Agriculture, Speech, the academic Honors Program, and Intercollegiate Athletics. These are awarded by the Admissions and Records Office and ISU departments.

INSTITUTIONAL PROGRAMS

When funds are available, these scholarships are awarded on the basis of financial need or academic achievement. They are ordinarily restricted to students earning a grade point average of 3.00 or above. Talent scholarships in such areas as forensics, music, art, theatre, international studies, health, physical education, dance, and athletics are available through individual departments. Competitive academic scholarships (Foundation Alumni Distinguished Scholarships and National Merit Scholarships) are administered by the Office of Admissions and Records. Further information concerning specific University scholarships may be obtained by contacting the Financial Aid Office, Hovey 208C.

Board of Regents Tuition Contribution Program: Full-time employees of Illinois State University and other Illinois

Board of Regents institutions are eligible to have 50% of their dependents' tuition waived. This program covers undergraduate students up to age twenty-three who enroll full or part-time at ISU. Applications are available through the employee's Personnel Office.

Minority Student Scholarships: Scholarships are awarded to undergraduates participating in the High Potential Student Program and to those selected for the Minority Professional Opportunity Services. For eligibility requirements, consult the catalog under Special Academic Opportunities.

PRIVATE SCHOLARSHIPS

Approximately 200 private agencies award private scholarships to ISU students annually. These organizations include clubs, foundations, organizations, corporations, and churches. Requirements are determined by the donor and are usually based on academic achievement. Students should contact their local area clubs and organizations for further information. The Financial Aid Office has a Private Scholarship Manual available in the office for student reference.

LOAN PROGRAMS

Perkins Loan (formerly National Direct Student Loan): Perkins Loans are available from funds provided jointly by the federal government and the University. These loans are based on demonstrated financial need as determined by the Student Aid Report (SAR) and the ISU Financial Aid Application. Cumulative loan amounts can not exceed \$9,000 for the undergraduate program and \$18,000 for the student's entire post-secondary program, including undergraduate and graduate studies. At ISU, funding seldom supports awards greater than \$1,500 per year. No repayment is due and no interest accrues until six months (continuing borrowers) or nine months (first-time borrowers) after the student leaves school or ceases to be at least a half-time student. The interest rate is five percent (APR) and the borrower has up to ten years to repay the loan. The minimum monthly payment is \$30.

Stafford Student Loan Program (formerly Guaranteed Student Loan Program (GSL)): Contact participating banks, credit unions, and savings and loan associations to determine their institutional requirements for borrowing. The Stafford Loan program is a need-based program. ISU students must complete the ISU Financial Aid Application and a federal need analysis form. Income information is required from the applicant's family. The student must be enrolled for a minimum of six (6) hours per term to be covered by the loan (including the summer session) and be making satisfactory academic progress as defined by the University.

Undergraduate students may borrow up to \$2625 per year for the first two class levels and \$4000 per year for the remainder of their undergraduate studies, to a cumulative limit of \$17,250. Regulations require that borrowers advance a class level or allow seven months to elapse before borrowing again. Class levels are based upon hours earned: 0-29 hours, Freshman; 30-59 hours, Sophomore; 60-89 hours, Junior; 90-120 hours, Senior.

Program regulations provide that the lender may charge up to a 3 percent per annum insurance premium until the loan goes into repayment; in addition, regulations impose a 5 percent one-time origination fee. These amounts are deducted from the approved loan amount and reduce the amount of money disbursed to the student.

Repayment provisions for a Stafford Loan are contained in the promissory note. The note should be read carefully since provisions may differ. First-time borrowers pay an 8 percent interest rate for the first four years of repayment

and 10 percent per annum thereafter; continuing borrowers pay the same rate as their initial loan. Repayment begins six months after graduation or the student ceases to be enrolled at least half time.

Parent Loan for Undergraduate Students (PLUS) and Supplemental Loans for Students (SLS): The Education Amendments of 1980 authorized the federal government to insure loans made to parents of dependent undergraduate students under the PLUS program and to independent undergraduate students under the SLS program. Students who are not eligible for other types of federal aid may wish to consider one of these loan programs. Parents or students can borrow an amount no greater than the student budget minus other financial assistance. Loan limits are \$4000 per academic year per student, with a cumulative limit of \$20,000. The interest rate is equal to the average 91-day T-Bill rate plus 3.75 percentage points. Repayment begins 30-60 days after disbursement of the loan. Loan applications must be obtained from a participating lender.

Borrower Counseling: First-time Stafford and SLS borrowers (and borrowers new to ISU) are required to participate in entrance counseling prior to receiving the first disbursement of their loan. The purpose of this counseling is to emphasize your rights and responsibilities as a first-time borrower. Prior to leaving college (either by graduation or withdrawal) you are required to participate in exit counseling to receive important information about repayment, consolidation, deferment, and other matters and to have the opportunity to ask questions about your specific situation.

STUDENT EMPLOYMENT

Students enrolled for six or more semester hours may work part-time at Illinois State University. Eligible student employees usually work ten to fifteen hours per week while classes are in session. Students working at ISU earn from \$3.35 to \$7.50 per hour. This pay range is subject to change by action of the State of Illinois or ISU.

College Work-Study Program: This federally-sponsored program enables students with demonstrated financial need to earn a portion of their expenses while they are enrolled at Illinois State. To be considered for College Work-Study the applicant must mark the appropriate response on the ISU application. During 1990-91, the federal government pays 70 percent of a Work-Study student's earnings, while the employer pays the balance. A student employed 10-15 hours per week can expect to earn between \$1,200 and \$1,800 a year. Work-Study students find work on-campus (food service, library, Bone Student Center, departmental offices) or in nonprofit, off-campus agencies (hospitals, youth centers, counties, cities, elementary or secondary schools). Work-Study positions are posted on the Job Board located outside the Student Employment Office, Hovey Hall 207.

Students go directly to the employer for an interview and, if hired, must complete state and federal withholding tax forms in the Payroll Office Hovey Hall 101. Work-Study employers must also complete and return a Student Employment Form and an Immigration and Reform and Control Act I-9 form to the Financial Aid Office for each student hired. The student is not permitted to earn more than the Work-Study eligibility determined by federal regulations.

Regular Student Employment: Those students who desire to work on or off-campus may wish to seek part-time employment with the University or off-campus. The Financial Aid Office has information on such employment opportunities posted on the Job Board located outside Hovey Hall 207.

Financial Aid Check Distribution Information: Financial aid checks are distributed throughout the academic year at the Student Accounts Office, Media Center 102. The schedule of check distribution dates is given in the Financial Aid Information Guide. Please note that only loan and private scholarship checks are available the first day of classes. Students should be financially prepared to buy books and pay other "start up" costs.

Before any campus-based aid (Perkins Loan or SEOG) checks will be written, a student must have received and returned a signed award letter to the Financial Aid Office. Perkins Loan recipients must also complete and submit a Personal Data Form.

A Pell check will be written *only after all three parts of a Student Aid Report (SAR) have been submitted to the Financial Aid Office (while the student is enrolled) and any discrepancies have been resolved.* Stafford Student Loan checks will be made available as checks are received by the Financial Aid Office. First-time Stafford and SLS borrowers (and borrowers new to ISU) must fulfill the entrance counseling requirement (see statement on Borrower Counseling). To claim a check in person, the student must present an ISU ID card and either a valid activity card or drivers license at the Student Accounts Office. *Students who cannot pick up their aid checks because of student teaching, studying abroad, illness, etc., should write a request to the Student Accounts Office indicating their name, social security number, and the specific address to which the check is to be mailed.*

VETERANS' SERVICES

209 Julian, (309)438-2207

The Office of Veterans' Affairs advises veterans and their dependents on matters relating to benefits and payments. Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans' Administration. A student seeking such benefits should contact the Veterans' Affairs Office.

Campus Living: Accommodations and Policies

OFFICE OF RESIDENTIAL LIFE

Fell Hall Annex, (309) 438-8611

RESIDENCE HALLS

The University owns and operates 14 residence halls, providing living accommodations for approximately 8,000 students. These facilities include spaces accessible to handicapped students. The residence halls have been designed to provide not only basic living requirements, but also counseling, advising, educational, and recreational programs. The University regards residence hall living as an important part of University life and requires that certain students reside in the residence halls as a condition of enrollment.

Professional staff, aided by undergraduate Resident Assistants, are responsible for educational programs, policies, and facilities within the residence halls.

Room assignments are made after consideration of each student's preference, not only of location, but also of living style. Arrangements may be made to spread residence hall payments over a period of time to aid in budgeting for an academic year.

The room and board rate in the residence halls for the 1989-90 academic year was \$2,498 for multiple occupancy and 18 meals per week. Room and board rates for 1990-91 were not established at the time this catalog went to press. A limited number of single rooms are available at an addi-

tional cost. For students selecting a 15-meal contract without weekend meals, there is a reduction of \$15 per semester from the basic contract. A \$50 security deposit is required which is retained until the final period of occupancy; additionally, a \$25 application and processing fee is assessed. Students are expected to furnish linens, towels, blankets, pillows, bedspreads, and waste baskets.

University On-Campus Housing Policies: Entering freshmen who have not previously attended this University must reside in University-operated residence halls for their first four semesters. Students transferring to this University as sophomores (as classified by the Office of Admissions) must reside in University-operated residence halls for their first two semesters. These regulations are applicable to all students insofar as space is available in University residence halls. Residence hall living for two summer sessions is equivalent to one semester.

The University may make exemptions for certain categories of students based upon guidelines related to marital status, proximity of home to campus, age, and other pertinent factors. Special consideration will also be given to applications for exemption, received prior to August 1, from sophomore students who are members of fraternities or sororities and who will be residing in those organizations' houses. If students wish to appeal a decision concerning their petition for an exemption to the University On-Campus Housing Policy, they may obtain information on the appeals procedure from the Office of Residential Life.

APARTMENT LIVING

Two University-owned apartment complexes provide residents with an environment conducive to both personal and academic growth. Qualifying upperclass, married, family, and graduate students are eligible to reside in these units. There are 292 unfurnished apartments in the two complexes, Cardinal Court and 300 Shelbourne Drive, offering residents a quiet environment, community atmosphere, excellent maintenance service, spacious grounds, and good proximity to academic buildings. Rental rates for the 1989-90 year ranged from \$165 to \$240 per month. Rental rates for 1990-91 were not established at the time this catalog went to press. Water and cable television service are provided by the University; all other utilities are paid by the resident. A \$150 security deposit is required and is held until after occupancy is terminated.

For additional information and an application contact the Office of Residential Life.

Off-Campus Housing: Illinois State University has discontinued its classification of any off-campus housing as being approved by the University. The University does not participate in housing contracts issued to students renting space in private housing and does not participate in the inspection of any off-campus housing.

CHILD CARE

Located in 122 Turner Hall, the University's Child Care Center provides affordable, quality child care for students' children, ages 2 to 10 years old. For more information, contact the Center Director at (309) 438-5026 or stop by the Center to pick up an application packet.

Academic Support Services

ACADEMIC ADVISEMENT CENTER

210 Julian Hall, (309) 438-7604

Undergraduates with fewer than thirty semester hours, General and Unclassified Students, and Pre-Business majors (students interested in a business program but not yet

formally accepted into degree programs in the College of Business) are advised in the Academic Advisement Center. Academic advisers assist students in long and short-range academic and career planning, provide information regarding University curricula and academic policies, work with students experiencing academic difficulty, refer students to other University services, and assist students in the selection of courses. Each summer, entering students receive academic advisement through the Center as part of Preview ISU. Once students with declared majors have earned 30 hours, they are assigned a faculty adviser in their major department.

Students who begin their work at Illinois State as freshmen are required to meet with their assigned academic adviser to discuss the Academic Progress Summary before they register for work beyond the second semester.

Students are responsible for meeting the requirements of the degree(s) they are pursuing. These requirements are stated in the undergraduate catalog under which a student is admitted (or readmitted). In planning a degree program, students are expected to consult the catalog and to raise any questions with appropriate University offices.

MATHEMATICS ASSISTANCE CENTER

330 Stevenson, (309) 438-8781

The Mathematics Assistance Center provides diagnostic and supportive assistance to students enrolled in courses in mathematics and related disciplines. Intensive remedial assistance is not provided. Interested students and faculty should contact the Mathematics Department or the Assistant Dean for Undergraduate Instruction for more information.

THE UNIVERSITY CENTER FOR LEARNING ASSISTANCE

401 Stevenson, (309) 438-7100

The University Center for Learning Assistance provides individual tutoring, small group tutoring, and short courses to students in the following areas: writing; reading; study skills; critical thinking and various course work, especially University Studies course work. Tutors for the Center are graduate and advanced undergraduate students who are trained and experienced in the areas for which they tutor. Students in specified courses may participate in Supplemental Instruction, small-group study sessions designed to promote active learning in certain content areas. Students who desire tutorial assistance should call or come to the Center. Instructors interested in adding tutorial assistance to their courses should contact the Center directors. Questions concerning English Placement examinations or the University Writing Examination should be addressed to Center staff. Quick advice on matters of grammar, style, and form in writing may be addressed to the Grammar Hotline at 438-2345.

Counseling and Career Services

COUNSELING CENTER

56 DeGarmo, (309) 438-3655

The Student Counseling Center at Illinois State University is responsible for meeting the psychological, career, and life planning needs of ISU students. The Center provides a full range of counseling services, including individual and group counseling, crisis intervention, career and life planning, and services to students with special needs. The

Center is staffed by professional psychologists who have received special training to help college students deal effectively with university life. Staff members assist students in an unbiased, non-judgemental manner with a wide variety of personal concerns and problems (e.g., relationships, unwanted habits, life-decisions, special and serious personal problems). A person may initiate contact with the Center by either calling or coming directly to the Center during an afternoon walk-in time which is from 1-3:45 p.m. Monday through Friday. Contacts with the Center are confidential and all services are free of charge. In addition to the above services, the Center also maintains a Career Center which is located adjacent to the Counseling Center. Career information/assistance and computerized vocational guidance systems (DISCOVER and SIGI PLUS) are available to assist students in making career decisions.

CAREER INFORMATION COUNSELING AND PROGRAMS

52A DeGarmo (309) 438-2591

Illinois State University offers numerous opportunities to help students clarify their career and vocational goals. Career services provided by the Student Counseling Center include individual and group career counseling, the resources in the Career Center, as well as DISCOVER and SIGI PLUS, computerized guidance systems. The goal of these systems is to provide information to students about career opportunities consistent with their interests and values and to assist students in establishing career plans.

PLACEMENT SERVICE

607 Dry Grove, (309) 438-5635

The Placement Service serves the University in many ways. It informs students and alumni of available positions, instructs them in making effective applications, helps them to recognize and observe good professional procedures, and provides related information which will help them to secure good positions. The Placement Service also seeks to aid officials of schools, businesses, and governmental agencies in finding qualified applicants for positions and informs students, faculty, and departments about present supply and demand trends.

Health-Related Services

STUDENT HEALTH PROGRAM

Medical Service: Fairchild Hall, Rachel Cooper Wing 211, (309) 438-8655

Student Insurance Office: Fairchild Hall, Rachel Cooper Wing 114, (309) 438-2515

The Student Health Program consists of two components: 1) the On-Campus Health Service (a medical clinic) and 2) a comprehensive low-cost Student Health and Accident Insurance Plan that supplements services available through the Student Health Service. All students who register for one or more hours during the first and second semesters (and for the summer session) and all graduate assistants with a tuition waiver pay a Health Service fee. Regarding health insurance, all students who register for nine or more hours during the first and second semesters by the fifteenth calendar day of classes (or six or more hours by the eighth day of the variable length summer session) and all graduate assistants with tuition waivers are assessed a health insurance premium.

On-Campus Student Health Service: Students who register for one credit hour or more and pay the Health Service fee are entitled to use all the services at the on-campus Student Health Center for the entire session. During the variable length Summer Session, the Student Health Center will be available to all eligible students, to eligible spouses of eligible students, and to spring semester students pre-registered for fall semester classes who have paid the appropriate Health Service fee.

Students who paid the spring semester health fee and who plan to return in the fall, but who are not attending summer classes can have access to the Student Health Center for the entire summer by either 1) paying a \$25.00 prepaid summer fee by the end of the first week of the summer session, or by 2) paying for care on a fee-for-service basis. Contact the Student Health Center receptionist for details. The Student Health Service is located in the Rachel Cooper Building in the center of campus. The program is fully accredited by the Accreditation Association for Ambulatory Health Care, Inc. Health care at the clinic is comparable to that offered by private physicians. It is staffed by licensed physicians and registered nurses. Services include a diagnostic laboratory, x-ray, pharmacy, infirmary, and health education. A registered nurse is on duty at all hours of the day and night during fall and spring semesters except for official University break periods.

Complicated illnesses or injuries requiring surgery or long-term care will usually be referred to an outside physician. New students who have chronic medical conditions, such as diabetes, ulcerative colitis, or epilepsy, which require long-term treatment, should retain the services of private physicians for the continuing supervision and management of their condition. The Health Service will be glad to furnish supportive care and assist the student's private physician with the student's care if the private physician furnishes written findings and instructions. There are competent medical specialists plus two hospitals in the Normal-Bloomington area that are equipped to handle medical problems should they arise.

Student Health and Accident Insurance: The student *Health Insurance Fee* provides a health and accident insurance policy intended to meet the needs of students without other insurance or to provide 100 percent coverage for insured expenses by coordinating with a family policy. Coverage is world-wide. The policy includes a \$100,000 maximum per condition and \$1,000 stop-loss provision designed to provide catastrophic coverage while limiting out-of-pocket expenses. The schedule of benefits includes services for hospital inpatient and outpatient use, including emergencies, surgical and anesthesia fees, doctor's charges, consultation expenses, laboratory and x-ray expenses, and ambulance services. A complete schedule of benefits may be obtained from the Office of Student Insurance, 114 Rachel Cooper Building.

Coverage for a student's qualified dependents may be obtained at additional cost if an application is submitted to the Office of Student Insurance within the first 15 calendar days of each semester (eighth day of the summer session) or within 31 days of acquisition of a new dependent.

Student insurance coverage begins 48 hours prior to the first day of regularly scheduled classes each semester or the summer session. This coverage is terminated on the first day of classes of the next regularly scheduled term. Continuous year-round coverage is available if the student maintains University registration at nine or more hours during the first and second semesters and applies for summer coverage at the Student Health Insurance Office prior to the expiration of spring coverage. A summer insurance fee will be assessed in tuition and fees only by registration of 6 or

more credit hours prior to the 8th calendar day of the variable length summer session. An insured student who graduates may purchase one additional term at the group rate by applying prior to graduation day. This policy contains no extension of benefits into a non-covered semester for any condition. Extension of coverage for existing conditions, such as maternity, is available through the conversion option, details of which can be obtained through the Student Insurance Office.

It is strongly recommended that students remain enrolled in this plan even if other health insurance is present. A request to cancel this insurance plan is permitted during the first 15 calendar days of each semester (eight days during the summer session) for those students who prove (insurance I.D. card or copy of policy) they have comparable insurance coverage and complete the required petition in the Student Insurance Office. However, experience has often shown that the premium for the ISU plan is less than out-of-pocket bills that many have to pay because of higher deductibles and co-insurance provisions in their own policy. Additionally, students sometimes lose coverage through their parents' plan because of age limitations, changes in dependent status, or changes in employment of parents. Thus, it can be more economical to remain enrolled in the ISU plan.

The above information is a summary of benefits and enrollment procedures for students and dependents. Persons desiring specific information about the ISU Student Health Insurance Plan should call or write the ISU Student Health Insurance Office.

OFFICE OF DISABILITY CONCERN

207A Hovey (309) 438-5853

This office assists persons with disabilities to integrate successfully into the University community as students, faculty, and staff. Persons with disabilities refers to individuals with sensory, physical, or learning disabilities, emotional problems, chemical dependency, spinal cord injury, cerebral palsy, arthritis, multiple sclerosis, spinal bifida, cardio-vascular problems, asthma, epilepsy, sickle cell-anemia, and many others.

The Office of Disability Concerns offers a variety of services to accommodate persons with disabilities. Services provided include, but are not limited to: readers, sign-language interpreters, wheelchair-pushers, tutors, brailists, and note-takers. Each person is an individual with specific needs based on his or her disability. The appropriate accommodations are determined in consultation with the Coordinator and service delivery plans established. The office maintains a list of persons interested in being employed as Personal Care Assistants (PCA). Students with a disability requiring a PCA are responsible for securing their own PCA. The Coordinator will meet with the student and the PCA to draw up the necessary contract. The office assists some persons with disabilities in class registration and scheduling concerns. Most services are provided by volunteers from the University and community. Persons interested in volunteering should contact the Office of Disability Concerns.

Students with disabilities should make an early contact with the Office of Disability Concerns to facilitate their successful integration into the University community. All information regarding a person and his/her disabilities is confidential. Students with disabilities are encouraged to contact the Coordinator of the Office of Disability Concerns, Hovey Hall 207, voice 309/438-5853 or TTY 309/438-8620 (Telephone for the Deaf).

SPEECH AND HEARING CLINIC

Fairchild Hall 211, (309) 438-8641

Students having speech and hearing problems may receive evaluation and therapy at the Speech and Hearing Clinic located in Fairchild Hall 211. The Clinic also serves as a laboratory for students majoring in speech pathology and audiology. Hearing services include hearing tests, lip reading, auditory training, and advice concerning hearing aids.

Co-Curricular Opportunities and Services

STUDENT LIFE AND PROGRAMS

146 Braden Auditorium, (309) 438-2151

The Student Life and Programs Office is primarily concerned with encouraging the total development of students at Illinois State by coordinating and promoting educational, recreational, social, cultural, and entertainment programs that create opportunities for out-of-classroom interaction and individual growth. Through the Office's professional staff and with the involvement of University faculty and staff, advisement and support is offered to all registered student organizations. The University recognizes the role organized activities serve in creating additional educational experiences for students. Students are encouraged to participate in programs sponsored by the wide variety of organizations active on campus. Individual and group development is provided by means of a year-long, comprehensive series of workshops. In addition to maintaining a relationship with the social sororities and fraternities on campus, the Office coordinates a variety of University-wide activities and performing events through involvement with the entertainment programming organizations. The Office also coordinates the allocation of student activity fees and a comprehensive safety/security program on the campus. A description of the many organizations and activities on campus is provided in *The Student Handbook*, available in many University offices, including Student Life and Programs.

STUDENT CLUBS, ORGANIZATIONS, AND ACTIVITIES

Students' academic interests are complemented by a wide variety of co-curricular activities available on campus. Many organizations offer students opportunities for interaction and involvement. Students may demonstrate leadership, creativity, and initiative through active participation in the following student organizations and activities.

Student Body Board of Directors: The fulfillment of many student needs and interests can best be facilitated by other students. As the primary student organization representing all students, the Student Body Board of Directors promotes the concept of "students helping students." It is committed to serving, representing, and working for meaningful changes for students. Since all students are members of the Student Body, they are entitled to its services and activities. The Student Body Board of Directors works to coordinate and provide "student helping student" services designed to fill those needs which cannot be met within the University or community. The Student Body Board of Directors attempts to coordinate, focus, and relay student interests to those who make decisions on matters regarding those interests. In addition, the Student Body Board of Directors has the responsibility to take an active role in bringing about changes to improve the environment in which the student learns, works, lives and grows.

To fulfill these functions, the Student Body Board of Directors offers various services such as Students' Legal Services, Tenant Union, Consumer Affairs, Affirmative Action, Information and Research, and Voter Registration. In addition, the Student Body Board of Directors coordinates elected representatives, staff members, student organizations, and volunteers and appoints and nominates students for committee posts. It also monitors the student fee allocation process to ensure that fees are used to achieve the maximum benefit for students. Liaison relationships are maintained with the Academic Senate, Illinois Student Association, the Board of Regents, the Student Affairs Office, the Student Advisory Committee to the Board of Higher Education, the Normal Town Council, and major student organizations.

Association of Residence Halls: All students living in the residence halls are members of the Association of Residence Halls (ARH). The Association provides effective student input into residence hall policy formation, staff selection, room and board rates, renovations, food service, and other topics that affect residence hall students. The ARH Assembly consists of representatives selected by the student governments of the various residence halls, with officers chosen by a student election during the spring semester. Each member of the Assembly serves on one of seven standing committees including Policy Review, Services, Food, Programming, Finance, National Communications, Publicity, and the Illinois State Alcohol Awareness Committee. Additionally, the Association has designated individuals to represent ARH on the Contract and Residency Review and the Room and Board Committees. All of the concerns, needs, and interests of residents are channeled through one of these committees.

ARH is involved with many activities, including a wide range of programs and services. The ARH Program Board sponsors several social, educational, and cultural programs open to all residents. Some services provided by the ARH are Operation Identification, *What to Bring List* for freshmen, blood drive, key chains, and more. ARH is also affiliated with state, regional, and national organizations. Students interested in getting involved in ARH or obtaining further information should contact the ARH Office in Watterson Towers, North Tower (438-2015).

Black Student Union: The Black Student Union is responsible for developing and providing opportunities for African-American students to involve themselves in creating relevant cultural programs. Further, it is responsible for promoting positive identification, association, and relationships for African-American historical and contemporary culture. It provides an atmosphere conducive to the psychological and social needs of African-American students. The Black Student Union provides opportunities for the development of decision-making abilities and potential talents of students. The Black Student Union also provides a vehicle for students to understand their relationship to the total University community. Liaison relationships are maintained with the Student Affairs Office, Illinois Association of Black Students, and Midwest Association of Black Student Governments.

Student Communication Media: The Daily *Vidette* newspaper is published daily by students to present important campus news and to reflect student life. Students interested in journalism can receive valuable experience in writing, makeup, and editing. The student editor appoints a staff of assistant editors and reporters. A general manager supervises the publication.

WZND is a commercial AM/FM student-oriented radio station serving both the campus and the Bloomington-

Normal community. Programs include locally produced news, sports, and public affairs. WZND is a campus organization with membership open to students interested in all phases of broadcasting.

TV 10 News is a nightly television news program telecast from the ISU studios and carried to the Bloomington-Normal community through the local television cable system. It is produced by the Office of Public Affairs and the Department of Communication with professional direction. Students working on the program in news or technical positions may earn academic credit for their participation.

Types of Student Organizations:

- *Departmental*: Organizations in this category provide students a co-curricular outlet to develop skills and learn of new developments in their particular major or minor field.
- *Entertainment*: These organizations provide a wide variety of programs for the student body such as concerts, movies, speakers, and special events.
- *Ethnic*: These groups provide opportunities to explore cultural and social aspects of various ethnic backgrounds.
- *General Interest*: General interest groups offer students the opportunity to get involved in a wide variety of student activities that are not generally offered in any other category.
- *Honoraries*: These groups promote and reward scholastic excellence and deeper involvement in various academic areas.
- *Political Interest*: Involvement in politics—on campus as well as on the local, state, and national levels—is the intent of these groups.
- *Recreation Activities and Sport Clubs*: Through Campus Recreation and many clubs, opportunities are offered for participation in various recreational activities.
- *Religious*: Religious organizations offer students spiritual as well as academic education in many denominations.
- *Residence Halls*: Governance of residence hall operations and promotion of cultural and social activities are two major areas represented by residence hall government groups.
- *Service*: These organizations provide service to the campus community and national charities through various philanthropic efforts.
- *Social Fraternities and Sororities*: These organizations promote the total educational development of the individual through the group concepts of brotherhood and sisterhood. All are local chapters of national organizations.

MULTICULTURAL CENTER:

Located at 305 N. School (438-8968), the University Multicultural Center is part of the Minority Student Services Program. It houses the offices of the Black Student Union and the Association for Latin American Students. The Center is designed as a place for the entire University Community to use. It offers meeting space and a small library, as well as a place for studying and small programs. Any student requiring help or information about available services is encouraged to contact the Director of the Multicultural Center.

PARENT SERVICES

Parents and family members who need assistance can contact the Office of Parent Services. This agency develops programs which promote family involvement in the University and its educational mission as well as providing

information about University resources to parents. This office assists University officials with outreach efforts to parents and conveys the suggestions and concerns of parents to the University community.

The parents of current students at Illinois State University have the opportunity for active involvement in the University through the Parents' Association. All parents of ISU students are automatically members of the Association. The Association's activities and programs are coordinated through the Parent Services Office. A Parents' Advisory Board, representing various geographic areas, serves as the liaison between the University and all parents.

CAMPUS RECREATION SERVICES

Beech and Willow, (309) 438-PLAY
220 N. Main, (309) 438-8333

Campus Recreation Services hosts an extensive program consisting of five program areas. Lifestyle Programs provide scheduled open recreation hours in campus facilities in addition to special activities, including aerobics and Weights Plus at McCormick. Non-credit instruction is available through Learning Exchange in a variety of exciting areas such as scuba diving. A nominal fee is assessed to cover instruction and materials.

Intramural Sports runs an action-packed schedule each semester of competitive leagues and tournaments. Over 30 individual, dual, and team sports are featured for men, women, and co-recreational groups. Sport Clubs, formed by interested students, provide specialized competition as well as instructional opportunities for students. Current clubs include martial arts, soccer, cycling, sailing, and more.

The Outdoor Program, one of the nation's finest, provides students with an array of services, including the Outdoor Equipment Rental Center, Outdoor Adventure Trips, a complete Outdoor Reference Library, an outdoor skills series, and a boat concession at Comlara Park. ISU also maintains a par 70, 18-hole Golf Course. A complete pro shop, featuring fine equipment and clothing items plus a light snack menu, is available. Instruction, cart rental, and league play are available to beginners through professionals.

The latest addition to the University and Campus Recreation Services is the ISU Student Recreation Building. This facility is located at the corner of Beech and Willow Streets and offers students six racquetball courts, two full sport courts for basketball and volleyball, a walk/jog track, Weights Plus II featuring Nautilus and free weights, George Arndt's Juice Bar, saunas, and a Pro Shop and a sand volleyball court. The Campus Recreation Services Administrative Offices are also located in the building.

BONE STUDENT CENTER

BRADEN AUDITORIUM

Information (309) 438-2222

Bone Student Center provides facilities, programs, and services, primarily for students, which complement the educational goals of the University. Included within the Center are four restaurants; a bookstore and other merchandising centers; photo copying; bus and event ticket sales; banking and check cashing; lounge areas; and multi-purpose rooms for student activities and programs. Adjacent to the Center are a Bowling and Billiard Center and a 500-space parking lot.

Braden Auditorium seats 3,457 on three levels. It is an academic and public service facility and an entertainment center for the University and the community.

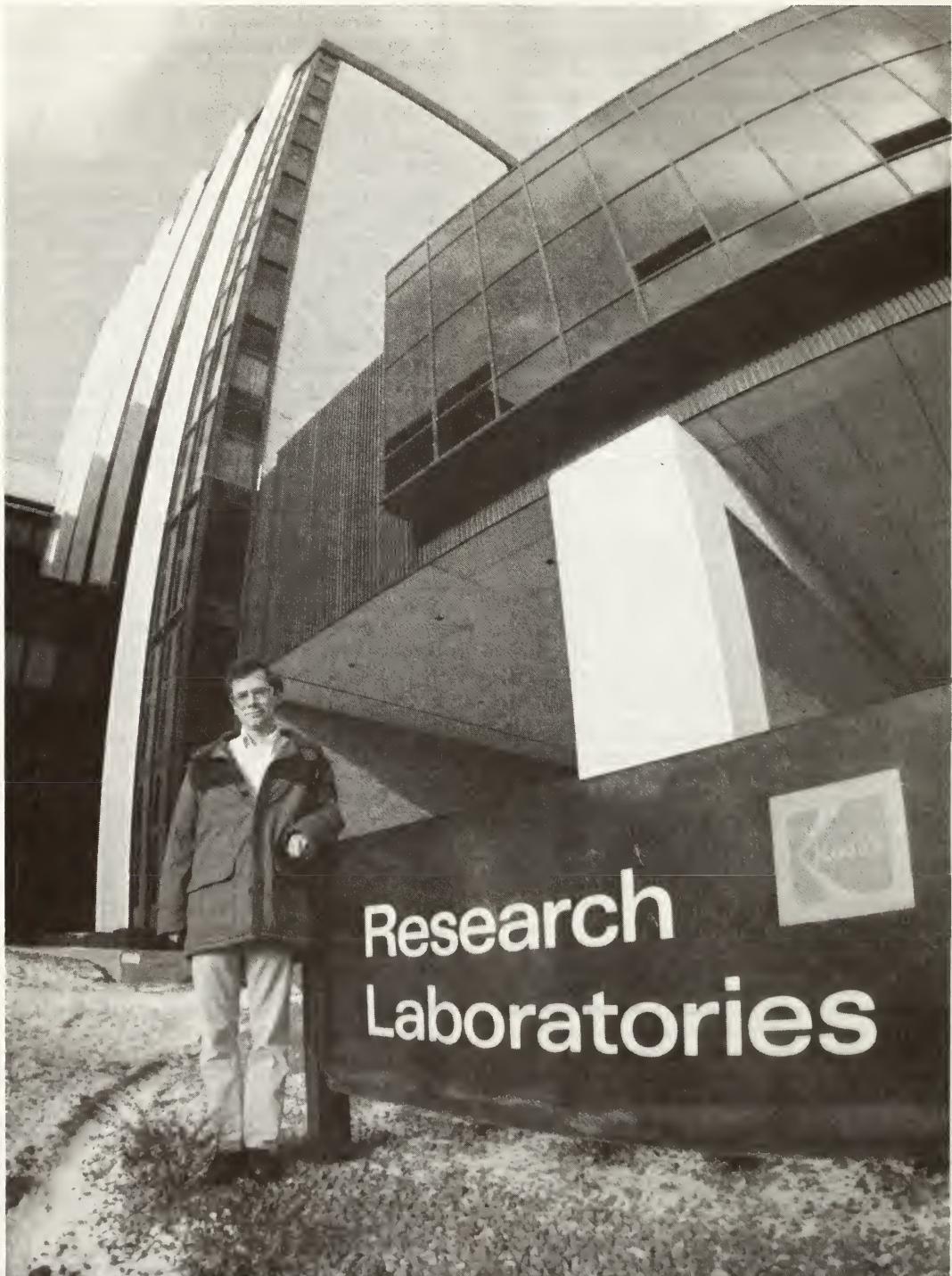
Student Discipline and Grievance Procedure

STUDENT JUDICIAL OFFICE

Julian 117, (309) 438-8621

The Student Judicial Office provides administrative sup-

port for the Student Code Enforcement and Review Board (SCERB). SCERB is responsible for the review and enforcement of student regulations and the review of student grievances. For further information concerning student rights and responsibilities and SCERB, consult *The Student Handbook*, available through the Office of Student Life and Programs in 146 Braden or the Student Judicial Office in Julian Hall.



Chemistry major Phillip Hess is one of many students who earn academic credit through the Professional Practice program.

ACADEMIC POLICIES AND OPPORTUNITIES

Academic Policies and Requirements

The University reserves the right to revise Academic Policies and Procedures as deemed appropriate. Changes in this catalog affect all students, unless otherwise noted, and take effect May 14, 1990.

University Grading System

Course Grades: Instructors assign a grade in each course for which the student is registered. The course instructor is responsible for correcting any error in grading.

The grade point equivalents are 4 for A, 3 for B, 2 for C, 1 for D, and 0 for all other grades. The 0 value of F is computed in the student's grade point average. The 0 value of grades I, AU, CR, CT, NC, and WX are not computed in the student's grade point average. University grades assigned undergraduate courses are:

- A Excellent
- B Good
- C Satisfactory
- D Poor, But Passing
- F Failing. Assigned to students who are 1) enrolled in a course all semester but fail to earn a passing grade, or who 2) stop attending a class without withdrawing officially
- I Incomplete

AU Audit

CR Credit. Assigned to students who do satisfactory work in a course which is offered on a Credit/No Credit basis only

CT Credit. Assigned to students who earn an A, B, or C grade in a course which they have elected to take under the Credit/No Credit option

NC No Credit. Assigned to students who 1) do not do satisfactory work in a course which is offered on a Credit/No Credit basis only and to students 2) who do not earn an A, B, or C grade in a course which they have elected to take under the Credit/No Credit option

WXWithdrawal. Assigned to students who officially withdraw from a course before the quality of work can be determined and before the dates specified in the withdrawal policy

Incompletes: An incomplete (I) will be assigned to a student who is doing passing work but finds it impossible, because of reasons beyond his or her control, such as illness, to complete the required work by the end of the term. The student must have attended class to within three weeks of the close of the semester or to within one week of the close of the summer session.

The instructor may specify the time by which the required work must be completed, which may be no later than the final class day of the corresponding term of the following academic year. For graduating students, incompletes must be removed at least six weeks before December graduation or spring commencement or two weeks before August graduation. Students may not graduate with incompletes on their record.

When the incomplete is assigned, the student, faculty member, and the department chairperson must sign an incomplete removal form. The form will specify the date by

which the work must be completed, the default grade (A, B, C, D, or F) which will be assigned if the work is not completed by the specified date, and the nature of the required work. If the instructor fails to file the appropriate grade change by the specified date, the incomplete will lapse to the default grade specified.

Exceptions to this policy may be granted by the Associate Dean of Undergraduate Instruction.

Auditors: An auditor does not participate in the activity of the class but is expected to attend regularly. A student may register as an auditor in a class or classes if space is available. An Audit (AU) designation will appear on the student's transcript when the instructor certifies that the student has attended the class on a regular basis. If the student has not attended regularly, a WX will be recorded on the transcript after the instructor has notified the Office of Admissions and Records in writing that the student has not attended regularly. To audit, a student must obtain an Auditor's Permit from the Registration Office, have the instructor sign it, and present the form at registration. Students must register to audit a course by the tenth day of classes in the semester, with any exception having the approval of the chairperson of the department in which the course is offered and the Associate Dean of Undergraduate Instruction. The auditor fee is shown in the section on costs. Students who are registered for 12 or more hours for credit may audit courses without additional fees. Audited courses are considered part of the student's total load.

Credit/No Credit Courses: Certain courses in the University are offered on a Credit/No Credit basis only. For these courses, students receive a grade of CR (credit) or NC (no credit). The offering of a particular course on a Credit/No Credit basis only must be approved in advance by the Provost.

Credit/No Credit Student Option (commonly called Pass-Fail): An undergraduate student (except a first-semester freshman) who is not on scholastic probation may choose to register in some courses under an option that allows the student to be graded on the basis of CT (Credit) or NC (No Credit) rather than on the basis of A, B, C, D, or F grades. This Credit/No Credit option is designed to encourage students to enroll in courses they otherwise would not take. Some courses, therefore, including those in a student's major or minor, may not be taken on the Credit/No Credit option. Exceptions include courses in the student's major or minor field which are offered on a Credit/No Credit basis only.

No more than six semester hours of work under the Credit/No Credit option may be taken each semester, with a maximum of 25 semester hours under the Credit/No Credit option presented for graduation. Although an entry of CT (credit earned under the option) or NC (no credit earned under the option) will be entered on the student's record, these entries are not used in computing the student's grade point average.

Students who plan to enter graduate or professional schools should exercise caution in taking courses under the Credit/No Credit option because courses completed on a pass-fail basis may adversely effect graduate admission opportunities. Such students should consult their academic adviser prior to taking courses on a pass-fail basis.

A grade of CT is recorded when the grade submitted by the instructor is A, B, or C. A grade of NC is recorded when the grade submitted by the instructor is D or F.

A student electing the Credit/No Credit option should do so as part of the regular registration process. In no case may a student elect the option later than the tenth day of classes in the semester. Students who have elected the Credit/No Credit option may return to the letter basis of grading before the last date for withdrawing from a course, as specified in the *Class Registration Directory*.

Course Registration and Withdrawal Policies

Withdrawal Policy: Dropping a Course or Courses. Students are strongly advised to complete all courses in which they enroll and are encouraged to avoid withdrawing from any course after the program change period unless absolutely necessary.

The following policy applies to students who drop a course or courses but maintain an enrolled status within the University:

A student may withdraw from a course during the program change period without the withdrawal being shown on the transcript. (A student should consult the *Class Registration Directory* to obtain specific dates.)

After the tenth day of classes, but prior to the end of the fifth week of classes during any regular semester, a student may withdraw from a full semester course with a grade of WX upon complying with the following steps: (1) Obtain, complete, and sign a course withdrawal form; (2) Obtain the instructor's signature on the form; (3) Submit the form to the Registration Office.

A grade of F will be given to students who (1) fail to officially withdraw from a course in compliance with the above procedure; or (2) register for a course but do not meet course requirements.

A student should consult the applicable Class Registration Directory for specific withdrawal dates during any instructional term. For courses taken during a term less than a regular semester, a proportional withdrawal period will apply.

Upon the written recommendation of a licensed physician or clinical psychologist, or in other unusual circumstances, a student may be granted permission to officially withdraw from a course for medical, psychological, or other similar reason after the official withdrawal period upon receiving approval from the Associate Dean of Undergraduate Instruction.

Withdrawal Policy: Dropping all Courses: The following policy applies when a student drops all courses in which he or she is enrolled, which is known as withdrawal from the University. *Students are advised strongly to complete courses in which they are enrolled and not to withdraw from the University unless absolutely necessary.* Before the end of thirty (30) calendar days after the first regularly scheduled class day, a student reports to the Office of Admissions and Records to withdraw from the University. After that date, students contemplating withdrawal from the University must meet with the Associate Dean of Undergraduate Instruction.

If a student's written request to withdraw from the University is granted by the Associate Dean of Undergraduate Instruction, all grades will be assigned in the same manner and under the same provisions as the regular course withdrawal policy except that the student will not be required to contact his or her instructors. Instead, the instructor of each course assigns a WX or letter grade, as appropriate, depending on the date and circumstances of withdrawal. If medical or other reasons make it impossible for the student to follow the usual procedures, a letter

requesting withdrawal that explains the situation, with appropriate verification and the student's signature, will be sufficient. Whether in person or by mail, the withdrawal is processed by the Associate Dean of Undergraduate Instruction. Withdrawals made by mail are addressed to the Associate Dean of Undergraduate Instruction, Illinois State University, Normal, Illinois 61761.

Regardless of the circumstances of withdrawal, the student is responsible for returning any laboratory equipment and library materials. The student will pay for any parking fines and remove the parking decal from any registered vehicle. The student will contact the Office of Residential Life to obtain clearance from room and board obligations and to arrange for vacating the residence hall room. The student should arrange with the Financial Aid Office to place any scholarship on leave or cancel it and make arrangements for future financial assistance. Arrangements for payment of loans must be made in the Bursar's Office.

A grade of F will be given to students who 1) do not attend their courses but fail to withdraw from the University before the specified final withdrawal date and to students who 2) register for a course but do not complete course requirements. In unusual cases, exceptions may be granted by the Associate Dean of Undergraduate Instruction.

Repetition of Courses Policy: A student may repeat a course only once; that is, if a student completes a course, or drops a course after the tenth day of classes receiving a grade of WX, he or she may enroll officially in that course one additional time, and the repetition must occur at Illinois State University.

When a course that is acceptable toward graduation has been repeated, both the original and the subsequent grade (A,B,C,D,F) are included in the student's grade point average. *The original grade will not be removed from the student's transcript, and the credit hours will count only once toward meeting minimum hourly requirements for graduation. Students who wish to repeat a course must do so at Illinois State University; courses taken at another college or university may not be used to repeat Illinois State University courses.*

Course Load Policy: A full-time undergraduate student carries between 12 and 17 hours. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the chairperson of his or her major department. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his or her first semester.

NOTE: First-term freshmen with ACT composite scores of 16 or lower (or comparable SAT scores) and students on academic probation may not carry more than 14 credits. Students who are employed more than 15 hours per week should consider reducing their course load correspondingly.

A student must have the permission of the Associate Dean of Undergraduate Instruction to take any classes, including extension or correspondence, at another college or university with concurrent registration at Illinois State University.

Class Attendance Policy: The attendance policy of the University is based on two principles: first, students are expected to attend class regularly; and second, students are primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

The University will accommodate, within reason, students in circumstances where a religious observance requires absence from class. Students who are unable to attend class or take examinations for religious reasons should consult their instructors in advance about alternative arrangements.

Class Registration Changes: Detailed instructions for registration for courses are published each semester in the *Class Registration Directory*. There are two ways of registering for courses for the fall or spring semesters: (1) advanced registration, which is conducted during the preceding semester, and (2) the registration period provided just before the start of classes each semester. Students are encouraged to register during the advanced registration period because of the wider selection of courses open to them at that time. New freshmen and transfer students may register during Summer Preview and are encouraged to do so because of the wider selection of courses open to them at that time, or they may register just before the opening of the semester.

A student who is already registered for a particular semester and desires to change his or her program before the deadline for doing so should follow the instructions in the *Class Registration Directory*.

Academic Requirements

Class Standing: Students in a bachelor's degree program are classified as freshmen, sophomores, juniors, and seniors. A student must have completed 30 semester hours to be classified as a sophomore, 60 hours to be classified as a junior, and 90 hours to be classified as a senior. Students not working toward a degree at Illinois State are listed as Unclassified Students.

Major Field or Fields of Study: Students may select a major field of study at the time of admission unless the field they choose has special admissions standards. Students who are undecided about a major field are classified as General Students and are encouraged to select a major field of study as soon as possible. The major and minor fields of study available at Illinois State are described later in the Catalog. A student may complete the requirements for two majors, both of which will be identified on the student's transcript. When a student double majors, the student indicates only one major for purposes of registration.

Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major and a second major.

Change of Primary or Secondary Major: A student wishing to enter a second major or change majors reports to the Office of Admissions and Records. To enter a given major field, a student must consult the chairperson of the department offering the major and obtain signed approval on a Change of Undergraduate Primary/Secondary Major and/or Sequence form. In some areas, entering majors may be restricted by enrollment capacity or other limitations. Students should consult the major program descriptions for any admission requirements to a particular major.

Dismissal from Major: A student who is placed on academic probation for a second or subsequent time will be dropped automatically from his or her major. Also, students who fail to maintain the specific grade point average required by their major may be dismissed from that major. The student dropped from the major will be classified as a General Student and will receive academic advisement from the Academic Advisement Center. In order to become a major in a department after being dropped, a Change of Major Form must be

completed, and the student must be accepted by the department in which he or she desires to be a major.

Minor Field or Fields of Study: Students often elect a minor field of study. A student may elect to complete the requirements for two minors, both of which will be identified on the student's transcript. There are no special procedures for admission to most minor programs, but students are encouraged to consult with the academic department(s) in which they are minoring for advisement. Students indicate minors to the Office of Admissions and Records at Registration or when they apply for the Bachelor's degree. Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major and a second major.

Grade Point Average: In order to be eligible for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State University for which grades of A, B, C, D, or F are assigned. Failures are considered in the total number of semester hours taken in computing the grade point average. The table below illustrates the counting of grade points to determine the GPA (Grade Point Average).

Grade Course	Grade	Sem. Hrs. Enrolled	Sem. Hrs. Earned	Sem. Hrs. For GPA	Grade Points
POS 105	D	3	3	3	3
BSC 145	CT	2	2	0	0
COM 110	A	3	3	3	12
MUS 139	I	1	0	0	0
CHE 102	B	3	3	3	9
HPR 130	WX	1	0	0	0
THE 150	NC	1	0	0	0
		14	11	9	24

The grade point average is computed by dividing grade points earned by semester hours counted for GPA. In the case above, a GPA of 2.0 is calculated by dividing 24 (total grade points) by 9 (semester hours for GPA). Grades of WX, CT, CR, I, and NC do not affect the grade point average.

Academic Good Standing: To maintain academic good standing, a student must achieve a minimum cumulative GPA of 1.8 if he or she has completed 30 semester hours or less, and a minimum cumulative GPA of 2.0 if he or she has completed 31 or more semester hours. The number of *semester hours completed* includes all college work done by the student. However, *only the grades earned at ISU* are used in computing the GPA.

For satisfactory progress for financial aid purposes, see Satisfactory Progress Policy. "Academic Good Standing" status is sufficient for continued enrollment in the University and may be necessary for eligibility to serve on various University committees and for participation in some co-curricular activities. Academic Good Standing status does NOT guarantee admission to, or retention in, specific departments or programs. Information concerning admission to and retention in specific programs is listed in this catalog under the appropriate departmental or program descriptions.

Academic Probation: Students who fail to meet the above requirements are placed on academic probation for the following term. Information about the probation regulations or a student's own probation status may be secured from the Associate Dean of Undergraduate Instruction, Hovey 308.

Academic Dismissal: At the end of any term when a student goes on probation a second or subsequent time, he or she is automatically dismissed from the University.

Academic Reinstatement: Students dismissed from the University may petition the Reinstatement Committee for permission to continue. Applications for reinstatement are available from the Associate Dean of Undergraduate Instruction, Hovey 308.

A student denied reinstatement should expect to remain out of school for at least one calendar year before the Reinstatement Committee will act on a request for reinstatement. When brought to the attention of the Committee, an error in the record or new evidence of academic capability (for example, excellent grades achieved in a semester's work at another school) will result in a review of the student's case.

Repeated failures to do satisfactory work may result in permanent exclusion from the University.

New Start Policy: Students who left ISU in a degree program with less than a 2.0 GPA may return and begin with a new grade point average calculated from the point of their reentry in three limited situations:

1. **Adult Learner Option:** Former ISU students at least 25 years of age may reenroll through this program as General Students. If they have attended any college (including ISU) in the three calendar years preceding re-enrollment at ISU, they must have achieved at least a 2.0 average for that college work attempted. Transfer credit will be evaluated and appropriately awarded, and a new ISU GPA will be calculated from the time of admission to the New Start-adult learner program.
2. **Veteran's Option:** Students who complete at least a one-year tour of duty and present a discharge for reasons other than dishonorable, and whose first attendance at a college or university after discharge is at ISU, are admitted. Students who are veterans may reenter ISU as General Students. A cumulative GPA will be calculated from the point of admission to the New Start-veteran's program.
3. **Community College Transfer Option:** Former ISU students who earned 60 or fewer hours at ISU prior to enrolling at a community college and who subsequently earn at least 30 hours and a currently accepted associate degree from a community college with at least a 2.0 average may reenter as a General Student. The cumulative GPA will be calculated from the point of readmission. Transfer credit will be evaluated and appropriately awarded.

A student may exercise the New Start option only once. Such students will have "New Start" indicated on their transcript. New Start will affect only the cumulative GPA. All grades earned at ISU, regardless of when earned, will be used in the calculation of the major GPA, the minor GPA, and graduation honors. Students who reenter under the New Start Policy must follow a catalog which contains this policy (1985-86 or later). To be eligible for graduation, a student must earn at least 30 hours at ISU after exercising this option.

Academic Honesty

Plagiarism: The Modern Language Association's *MLA Handbook for Writers of Research Papers* defines plagiarism as follows:

- repeating another's sentences as your own,
- adopting a particularly apt phrase as your own,
- paraphrasing someone else's argument as your own,
- presenting someone else's line of thinking in the development of a thesis as though it were your own.

In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Writers may use other persons' words and thoughts but must acknowledge them.

The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, to failure in the course, to expulsion from the University in extreme cases. Faculty should refer cases of plagiarism and other examples of academic dishonesty to the Student Judicial Office.

Undergraduate Degree Requirements

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees. When applying for graduation, the student indicates the specific degree desired which he or she is qualified to receive. Other requirements are specified for each degree below.

Bachelor of Arts (B.A.) Degree: University Studies requirements; general requirements for graduation; field or fields of study requirements; 32 semester hours in humanities and social sciences (Consult the Office of Admissions and Records, Undergraduate Evaluation, or the Academic Advisement Center for specific courses that apply to this 32-hour requirement.); and foreign language, with at least one semester at the 115 level or higher taken in college. Foreign language classes taught exclusively in English are excluded. The Department of Foreign Languages establishes high-school and proficiency equivalents. Students for whom English is not their native language can meet the foreign language requirement 1) by taking COM 110 and two English courses or 2) by meeting the 115-level requirement in a language other than their first language.

Bachelor of Science (B.S.) Degree: University Studies requirements; general requirements for graduation; and field(s) of study requirements.

Bachelor of Science in Education (B.S. in Ed.) Degree: University Studies requirements; general requirements for graduation; teacher education approved major; and professional education requirements.

Bachelor of Fine Arts (B.F.A.) Degree: University Studies requirements; general requirements for graduation; and art field of study requirements for B.F.A. degree.

Bachelor of Music (B.M.) Degree: University Studies requirements; general requirements for graduation; and music field of study requirements for B.M. degree.

Bachelor of Music Education (B.M.E.) Degree: University Studies requirements; general requirements for graduation; music field of study requirements for B.M.E. degree; and professional education requirements.

Graduation Requirements

Meeting graduation requirements is the individual responsibility of each student. To help in the fulfillment of graduation requirements, the student and his or her adviser should check the student's program of courses frequently. The following graduation requirements apply to all students. All references to hours are to semester credit hours.

1. **Total Hours:** The actual hour requirement for an undergraduate degree varies by the program or combination of programs a student elects. A student must have a minimum of 120 hours of credit acceptable toward graduation. Some courses, which are noted in the course descriptions, may not count toward graduation. There are some curricula or combinations of fields that require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient coursework to total at least 120.

2. **University Studies:** University Studies hours must total at least 48 hours, excluding courses taken in the student's major department, distributed over the eight areas described in the Catalog. A transfer student, who is admitted to the University from a public community college in Illinois and who has completed an Associate Degree in a baccalaureate-oriented sequence, will be considered to have met the University Studies requirement; other transfer students must complete the regular University Studies program. See the University Studies section of the Catalog for specific requirements.
3. **Major-Minor Options:** Liberal arts or non-teacher education students who are candidates for B.S. or B.A. degrees must complete a major field of study. Completion of a second major, a minor, and second minor is optional. Teacher education students who are candidates for B.S., B.A., or B.S. in Ed. degrees must complete professional education requirements and a major approved for teacher education. Some teacher education programs require the completion of a minor.
4. **Senior College Hours:** The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. **No credit from two-year colleges may be counted as senior-level.**
5. **Grade Point Average:** Unless otherwise specified in a specific program, the grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the courses required in the major and the minor if the student has a minor.
6. **Removal of Incompletes:** Students may not graduate with incompletes on their record. Each incomplete grade (I) must be removed at least six weeks before December graduation or the Spring commencement, or two weeks before August graduation.
7. **Residence Requirements:** Unless otherwise specified in a specific program, at least 30 of the last 60 hours completed toward the baccalaureate degree must be ISU hours.
8. **Constitution Examination:** Each student must pass an examination on the Constitution of the United States, the Constitution of the State of Illinois, and the proper use of the American flag. The examination is given on different dates throughout the year; for specific dates contact the Office of Measurement and Evaluation in Julian Hall. A student may meet this requirement by successful completion of Political Science 105 or by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.
9. **University Writing Examination:** Each student graduating under the requirements of the 1984-5 or subsequent catalogs must demonstrate writing competence by passing the University Writing Examination. The examination should be taken after the completion of 45 semester hours and before the completion of 75 semester hours. At least 15 semester hours must have been completed since the satisfaction of the freshman English requirement. Transfer students with more than 75 semester hours must take the examination before the end of their first term at ISU. A fee will be charged to cover the cost of the examination. In order to take the examination, students must register for English 189.99. Students will be enrolled for the

limited number of examination seats available each semester on a first-come, first-serve basis. In order to avoid delaying their graduation, students are strongly advised to register for the examination as soon as they become eligible.

10. **Correspondence and Extension Hours Limit:** ISU does not offer correspondence courses. A student may not present more than 32 hours of extension and correspondence credit from other institutions for graduation, of which not more than 16 hours may be correspondence hours. Illinois State University does not distinguish between on-campus and off-campus courses. Therefore, all hours earned in Illinois State courses apply toward graduation unless specifically noted otherwise.

Catalog Requirements

For a student who attends at least one term of each academic year, graduation requirements are specified in the catalog for the year he or she entered the University. If attendance is not continuous, a student must meet the requirements specified in the catalog in effect when he or she reenters the University. If such a student continues in the curriculum chosen originally, the hours earned in meeting the requirements of an old program will apply to the hour requirement of a revised program. In all instances, the University may adjust graduation requirements to ensure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

A student who transfers from an Illinois public community college to this University may choose to meet graduation requirements specified in the Illinois State University catalog in effect at the time the student entered the community college if 1) attendance was not interrupted, and 2) transfer to Illinois State University occurred within nine months of attendance at the community college. Since University programs are constantly evaluated and improved, a student may graduate under new requirements published while he or she is in attendance at the University. A student who changes to new catalog requirements, however, must meet all the requirements in the new catalog.

Graduation Procedures

Application for Graduation: During the early part of his or her senior year, the student must submit an *Application for Bachelor's Degree* to the Office of Admissions and Records. Each student should apply for graduation on or before the date specified in the *Class Registration Directory* and in the University Calendar. The student pays a \$15 graduation fee when applying for graduation, unless the fee is covered by a State Scholarship.

Senior Evaluation: After the student has submitted the Application for Bachelor's Degree, the Office of Admissions and Records will provide a Senior Evaluation, informing the student of graduation requirements still to be fulfilled.

To determine specific program requirements (in addition to the general requirements for graduation stated above), a student should consult the following sections of the Catalog: 1) the University Studies Requirements; 2) the specific requirements for the major and minor fields of study; and, if the student seeks teacher certification, 3) the University-wide Teacher Education Program Requirements information provided in the College of Education section of the Catalog.

Commencement: Degrees are conferred and diplomas awarded after the close of each semester and the summer session. Commencement exercises are held each May at the end of the second semester. Undergraduate students completing requirements during the fall or spring semester prior to Commencement, as well as those who expect to complete degree requirements at the close of the summer session following commencement, may participate in Commencement exercises.

Second Bachelor's Degree

A student who has already received one bachelor's degree from Illinois State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University. All specified requirements at the time of admission to the program for the second degree must be met, and the program of studies completed for the second degree must include at least 32 hours of coursework taken after the granting of the first degree of which 30 hours must be taken in residence at ISU. At least 24 of the 32 hours offered toward the second degree must be senior college level (courses numbered 200 and above).

Proficiency Examinations

Students at Illinois State University may receive university credit by examination through the following programs: CLEP General Examinations, Departmental Proficiency Examinations, CLEP Subject Examinations, and the Advanced Placement Program. Students and prospective students are advised to plan their coursework and examination attempts carefully because they may not receive credit by examination in a course in which they have been enrolled on the tenth day of classes.

CLEP General Examinations: Illinois State University grants credit by examination toward University Studies for the College Level Examination Program under the following guidelines:

1. A student may receive credit for a maximum of 18 semester hours credit through CLEP General Examinations.
2. A student will be awarded three semester hours credit toward graduation and University Studies requirements for each scaled subscore of 59 or better on the Humanities, Natural Sciences, or Social Sciences and History general examinations passed. Credit will be awarded as follows:

HUMANITIES

3 hours Fine Arts (Group VI)
and/or 3 hours Literature (Group II)

NATURAL SCIENCES

3 hours Biological Sciences (Group III)
and/or 3 hours Physical Sciences (Group III)

SOCIAL SCIENCES AND HISTORY

3 hours Social Sciences (Group V)
and/or 3 hours History (Group II)

A student must receive a score of 59 on each of the six subtests in order to receive the full 18 hours of credit. Credit is not available for the English Composition or Mathematics General Examination.

3. A student who desires to take the CLEP General Examinations should do so before enrolling for classes at the University.

4. Credit earned through the CLEP General Examinations shall count toward University Studies and graduation requirements only. A student may not use the CLEP General Examinations to raise grades or remove failures in courses already taken. All credit for CLEP General Examinations shall be considered credit at the 100 level.
5. A student who is awarded credit in one or more areas of the General Examinations should consult with his or her adviser to select other appropriate basic and advanced courses.
6. A student may not receive credit for both an area of the CLEP General Examinations and previously earned course credit of the same area. For example, a student who earned course credit in the Fine Arts (Art, Music, Theatre) may not receive credit for a General Examination in the Fine Arts area. Also, credit will not be awarded for the General Examination areas in which credit is earned through Departmental Proficiency Examinations, Advanced Placement Examinations, or CLEP Subject Examinations.
7. Students may take the CLEP General Examinations at ISU at times scheduled by the Office of Measurement and Evaluation or any CLEP Open Test Center. A student may contact the Office of Measurement and Evaluation, 115 Julian Hall, (309) 438-2135, for further information.

A student who takes the CLEP examinations is responsible for the cost of the examination.

Departmental Proficiency Examinations: Departmental Proficiency examinations are provided in most 100-level and a limited number of 200-level courses. The purposes of the examinations are to allow students to receive credit for knowledge acquired previously and to allow students to enroll in more advanced courses or to add breadth to their academic programs. Proficiency examinations are optional and recommended only for students who are unusually skilled in the discipline in which the examination is taken. Specific information about the nature of a given examination should be obtained directly from the appropriate departmental office. Below are University policies and procedures relating to proficiency examinations:

1. The nature and content of each proficiency examination shall be determined by the department in which the course is offered. Standards of performance required for receiving credit in a given course also shall be determined by the department offering the course; the level and quality of work required for satisfactory performance on a proficiency examination is equivalent to that required for a grade of C in the course.
2. Academic departments shall provide proficiency examinations in most 100-level courses that are regularly listed in the catalog and the *Class Registration Directory*. Students will find a list of courses in which proficiency examinations are offered in the *Class Registration Directory*.
3. A description of each proficiency examination should be available in the department offering the examination. Students should contact the appropriate department chairperson for information about a specific examination, including qualifying experiences.
4. All ISU students are eligible to take proficiency examinations; however, students who have not completed 12 hours of accredited college or university coursework need written approval of the chairperson of the department in which the course is offered.

5. Letter grades will not be assigned for proficiency examinations; therefore, the grade point average will not be affected.
6. Credit earned in proficiency examinations may not be used to raise grades or remove failures in courses in which a student has been enrolled previously.
7. No course credit will be awarded for a proficiency examination which is at a lower level than a course previously enrolled in or one which substantially duplicates the content of a course taken previously.
8. A student may take a proficiency examination only once.
9. A student may register for only one Departmental Proficiency examination each semester *unless* examinations are approved in writing by the chairs of the departments in which the courses are being offered.
10. Handicapped students should notify the appropriate departmental office of the need for any special accommodations prior to the date of the examination.
11. A student should register for an examination by returning the completed application form from the *Class Registration Directory* to the Associate Provost for Undergraduate Instruction, Hovey 308.

English Composition Proficiency Option: Students with ACT English scores of 26 (SAT Verbal 600) or above and a placement essay score of 2.7 or better may earn three hours of credit for English 101 by doing the following:

- A. Earning a grade of C or better in one of the following English courses: 214, 215, 216, 217, 218, 219, 222, 223, 231, 232, 233, 234, 236, 252, 255, 260, 285, 286 and
- B. Completing a semester of tutorials (one hour per week) in the University Writing Center during the semester in which the 200-level course is taken.

Students wishing to take advantage of the Proficiency option should consult the Department of English, the Academic Advisement Center or the Honors Program.

CLEP Subject Examinations: In addition to the opportunities provided by the CLEP General Examinations described above, several departments grant credit by examination in specific subject areas covered by CLEP Subject Examinations. Courses approved for credit under this program are History 101 and 102, Mathematics 145 and 146, Political Science 105, Psychology 111, and Sociology 106.

The Office of Measurement and Evaluation Service (JH 115) at Illinois State University can provide information about test dates and fees.

Advanced Placement Program: The Advanced Placement Program is sponsored by the College Entrance Board. The examinations are administered at designated high-school testing centers.

A student who has taken Advanced Placement Program examinations should request that his or her scores be sent to the Office of Admissions and Records at Illinois State University. To request grade reports for Advanced Placement Exams completed, a student should write to Advanced Placement Exams, Box 977-IS, Princeton, N.J. 08541. In making the request, the student should include name, sex, date of birth, the year in which the examination was taken, and the name and identification number of the college to which the grade report should be sent. Illinois State University's identification number is 1319. The College Board currently charges \$4.00 for this service. Students will be awarded college credit or exemption as indicated.

Examination	Advanced Placement Program		
	Score for Credit or Exemption	Course for which Credit is Allowed	Semester Hours Awarded
American Government	4 or 5	POS 105	3 hours
American History	5, 4, or 3	HIS 135, 136	6 hours
Art Studio-General	5, 4, or 3	ART 100, 103	6 hours
Art Studio-Drawing	5, 4, or 3	ART 104	3 hours
Art History	5, 4, or 3	ART 150, 155, 156	9 hours
Biology	5 or 4	BSC 191 and 192, or 194 BSC 192 and 194	8 hours or 4 hours
Chemistry	3 5 or 4 3	BSC 191 or 192 or 194 CHE 140, 141 CHE 140	10 hours 5 hours 3 hours
Comparative Politics	4 or 5	POS 141	3 hours
Computer Science			
Test A	3 4 or 5	ACS/COM 140 ACS/COM 140 and ACS/MAT 166	3 hours 6 hours
Computer Science			
Test AB	5, 4, or 3	ACS/COM 140 and ACS/MAT 166	6 hours
English Lang-Comp	5 4	ENG 101, 145 ENG 101	6 hours 3 hours
English Comp-	5	ENG 101, 104 or 105	6 hours
Literature	4	ENG 104, or 105	3 hours
European History	5, 4, or 3	HIS 101 and 102	6 hours
Latin-Vergil	5 or 4 3	FOR Latin 116 exemption from FOR Latin 116	4 hours No credit
French Literature	5 or 4	FOR French 221 and 222 exemption from FOR French 221 and 222	6 hours No credit
French Language	5 or 4 3	FOR French 115 and 116 exemption from FOR French 115 and 116	8 hours No credit
German Language	5 or 4 3	FOR German 115 and 116; exemption from FOR German 115 and 116	8 hours No credit
German Literature	5 or 4 3	FOR German 217 and 222; exemption from FOR German 221 and 222	6 hours No credit
Spanish Language	5 or 4 3	FOR Spanish 115 and 116; exemption from FOR Spanish 115 and 116	8 hours No credit
Spanish Literature	5 or 4 3	FOR Spanish 221 and 222; exemption from FOR Spanish 221 and 222	6 hours No credit
Macro Economics	5 or 4	ECO 102	3 hours
Micro Economics	5 or 4	ECO 101	3 hours
Calculus Test BC	5, 4, or 3	MAT 145 and 146 Dept. review	8 hours
Calculus Test AB	5 2 4 3	MAT 145 and 146 MAT 145, 146, Dept. review MAT 145	8 hours 4-8 hours 4 hours
Music Listening & Literature	5, 4, or 3	MUS 151	3 hours
Music Theory	5, 4, or 3	MUS 100	3 hours
Physics Test B	5, 4, or 3	PHY 108 and 109	10 hours
Physics Test C,			
Part I	5, 4, or 3	PHY 110	5 hours
Physics Test C Part II	5, 4, or 3	PHY 111	5 hours

Special Academic Opportunities

Honors Program

Corner of North Street and Fell, (309) 438-2559

The Honors Program offers highly talented students special opportunities to enhance their educational growth. Close personal attention is provided through specialized advisement, early registration, small honors sections, in-course honors, individualized programs, research, and independent study opportunities.

Incoming freshmen are invited into the Honors Program based on high-school rank, A.C.T. or S.A.T. score, and extracurricular activities. Students who demonstrate exceptional academic promise may apply for early admission

to the University and to the Honors Program at any time before high-school graduation. Students already enrolled in the University and transfer students with a grade point average of 3.3 or higher may be admitted to the Honors Program.

Lower Division Honors: The Honors Program offers honors sections in a number of classes in the University Studies program. Honors sections are designed to promote individual development. They are taught by some of the best faculty, class sizes are small, and discussion is encouraged. In recognition for work in Lower Division Honors, a student may earn the Certificate in University Honors upon completion of 12 hours of Honors work including an Honors Colloquium. The student must have an "A" or "B" in these courses, have a 3.5 overall grade point average, and have completed at least four semesters of work at Illinois State University. The designation is recorded on the student's transcript and a certificate is awarded.

Departmental Honors: Graduates of the Honors Program who successfully complete a sequence of work beyond requirements in their major will have an honors designation included on their transcript and diploma.

Departmental Honors are currently offered to students majoring in Accounting, Agriculture, Anthropology, Applied Computer Science, Art, Biology, Business Education and Administrative Services, Chemistry, Criminal Justice Sciences, Early Childhood Education, Economics, Elementary Education, English, Finance and Law, Foreign Languages, Geography/Geology, Health, Physical Education, Recreation and Dance, Health Sciences, History, Home Economics, Industrial Technology, International Business, Junior High Education, Mass Communication, Mathematics, Mathematics Education, Music, Philosophy, Physics, Political Science, Psychology, Public Relations, Special Education, Speech Communication, Speech Pathology and Audiology, Sociology, Social Work, and Theatre. Students should consult departmental offices or the Honors Office for the specific requirements necessary in each department. The designation is recorded on the student's transcript and diploma and is awarded at graduation.

University Honors Scholar: Graduates of the Honors Program meeting the following criteria will have the designation *University Honors Scholar* placed on both their transcript and diploma:

- Completion of at least 24 hours of Honors work with no grade lower than "B".
- A minimum 3.65 grade point average.
- Four semesters in residence at ISU.
- Two Honors experiences from the following: a) Honors Colloquia, b) Honors Undergraduate Research Participation (IDS 285), c) Completion of Departmental Honors.

Presidential Scholars: The Presidential Scholars Program is a rigorous curriculum option with a public service component available to a select number of exceptionally able incoming Honors House freshmen.

Residential Program: Students within the Honors Program who choose to live in Walker Hall may tailor their education to their individual needs through the Faculty Colleague Program and Individualized University Studies. The Faculty Colleague option allows for the greatest flexibility in planning an individual four-year plan of study, in consultation with the Honors Office and a faculty member. The Individualized University Studies option allows a student to tailor most University Studies requirements to individual needs.

Further information about the Honors Program may be obtained by writing the Director of Honors.

Academic Honors

Dean's Lists: Undergraduates who meet high academic standards, as established by the College of their major, are included in a Dean's List issued each semester. Eligible students must complete 12 or more graded semester hours. Courses completed after the official end of the semester and courses taken with a Credit/No Credit option will not be counted for this purpose.

The Dean's List for the Colleges of Applied Science and Technology, Arts and Sciences, Education, and Fine Arts will include those students whose grade point averages place them among the top ten percent of those students majoring within the College. The Dean's List in the College of Business will include only undergraduate students majoring in business who have completed 12 or more semester hours with an overall semester grade point in the top ten percent, and at least 3.33 grade point average for all courses taken during the semester. Students whose majors do not place them in one of the five colleges and whose grade point averages are within the top ten percent of the University are identified on the list of the Dean of Instruction.

Degrees with Distinction: A student must have completed at least 50 semester hours at Illinois State University to be eligible for a degree with distinction. Students who have an accumulated grade point average of 3.90 through 4.00 are graduated *summa cum laude*; those with a GPA of 3.80 through 3.89 are graduated *magna cum laude*; and those with a GPA of 3.65 through 3.79 are graduated *cum laude*. Students who qualify for these degrees with distinction wear a neck cord as part of their academic gown at commencement, and their names appear in the commencement program as being awarded degrees with distinction. All grades earned at Illinois State University are counted in computing the grade point average, except those earned during the Spring semester if graduation requirements are completed then. Transcript notations of graduating *cum laude*, *magna cum laude*, and *summa cum laude* are based on the total grade point average, including the final semester.

Degrees with Distinction are not awarded to Second Bachelors candidates unless the second bachelors includes at least 50 semester hours at Illinois State University.

Bone Scholars: The designation of Bone Scholar is the highest academic distinction that can be achieved by undergraduate students at Illinois State University. Several students are designated annually as Bone Scholars, in honor of former President Robert G. Bone. Bone Scholars are students who combine superior academic records with full personal development through campus and community activities. Nominations to this honor are made by faculty members, and selection of new Bone Scholars is conducted under the aegis of the Honors Program.

Professional Practice

(Cooperative Education and Internships)

300 North Street, (309) 438-2200

Professional Practice is an active program which integrates classroom study with one or more terms of paid or unpaid learning in a work environment related to the student's academic and career goals. The work experience may take place at local, regional, national, or international sites.

Cooperative Education, one form of Professional Practice, is an educational pattern which permits students either alternating or parallel periods of campus study and paid, educationally related work experiences.

Internship, the other form of Professional Practice, is

usually unpaid and typically occurs only once during a student's undergraduate career.

Students interested in enrolling in Professional Practice (Cooperative Education or Internship) should contact their Department Coordinator or the University Professional Practice office early in their undergraduate career so that credit-generating work experiences can be arranged well in advance of placement. A maximum of 16 hours may be used toward graduation at the undergraduate level.

Undergraduate Teaching/Research Assistants

Undergraduate Teaching Assistantships (UTA) are available in nearly all departments of the University to juniors and seniors who have demonstrated excellence in a particular discipline and high overall scholastic achievement. The purpose of the program is to assist the faculty in the improvement of instruction and to provide UTAs with a valuable learning opportunity.

Undergraduate Research Assistantships (URA) are available in selected departments for students who have demonstrated excellence in a particular discipline with significant potential in research. The purpose of the program is to work closely with faculty members and to provide students valuable opportunities for research.

The responsibilities and nature of the UTA and URA assignments are determined by the departments and colleges. The maximum financial compensation is \$500 per semester or \$1000 for the academic year. Some departments provide the opportunity for credit to be earned by the UTA under a General Offerings course (291 Seminar: Undergraduate Teaching Assistants). Three hours is the maximum amount of this credit that may be allowed for graduation.

UTA and URA application forms are available in the departmental and college offices.

High Potential Students' Program

411 W. Willow, (309) 438-7641

The High Potential Students' (HPS) Program has as its objectives the enrollment and retention of students who, without the financial, academic, tutorial, and counseling assistance provided by such a program, would have fewer opportunities for successful college experiences.

While the majority of the program's participants are regularly admissible to the University, a small number of special admissions may be made by the program each year. Criteria for admission of students not regularly admissible include personal interviews, past academic performance, recommendations by school officials, standardized tests, and writing samples. Potential for success is the major determinant for all admissions to the HPS program.

A variety of academic support services are available for students in the HPS Program, including special courses in English and Mathematics for participants whose backgrounds and test performances indicate the need for such courses. For further information contact the HPS office.

Minority Professional Opportunities (MPO) Services

411 W. Willow, (309) 438-7641

MPO is a component of HPO and Student Support Services which is structured to acquaint students with graduate and professional schools and professions traditionally underrepresented by minorities. New freshmen with an ACT score of 20 or better, or a combined SAT score of 910 or better, may participate. Continuing students with at least a 3.0 GPA may also participate. Academic, career,

and personal advisement, as well as scholarships, special courses, programs, and activities, are offered to MPO participants. Activities may include visits to college campuses, museums, cultural activities, and job fairs. Workshops may include professional vocabulary development, listening comprehension, and leadership training. The MPO Mentorship Program is designed to pair students with administrators and/or faculty for one-on-one professional development.

Student Support Program

411 W. Willow, (309) 438-7641

The Student Support Services for Disadvantaged Students Program, supported by Illinois State University and the U.S. Department of Education, was developed to improve students' chances for academic success and retention to graduation. Participation is limited to first generation college and/or economically disadvantaged students.

A variety of academic support services are provided for program participants. In addition, each student participates in an academic orientation program and works with a Student Academic Assistant to understand University policies, procedures, and expectations.

Students interested in the program may request information from the Student Support Services Program office.

International Studies

140 Stevenson Hall, (309) 438-5365

The Office of International Studies provides services for students and faculty, foreign students, residents of International House, and participants in the National Student Exchange. It also assists academic departments with intercultural and comparative programs.

The Office of International Studies maintains current information on student travel and study abroad and a reference library outlining foreign opportunities. This Office also serves as a meeting place for students and faculty who are planning, or have recently returned from, trips abroad.

Study Abroad: In keeping with the tradition of a liberal education, Illinois State strongly encourages qualified students to consider studying in another country. The purpose of study abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another culture. In this way, study abroad may contribute toward intelligent citizenship in the world community. Academic programs for a summer session, a semester, or a year abroad are available to Illinois State students.

The University operates 11 study centers abroad. These centers are located in Salzburg, Austria; Grenoble, Angers, France; Canterbury and Brighton, England; Stirling, Scotland; Florence, Italy; Alicante and Seville, Spain; Perth, Western Australia; and Nagoya, Japan. The center in Salzburg is a joint undertaking with Northern Illinois University. The programs at these centers are designed to be a continuation and enrichment of a student's regular on-campus academic program. Students who are accepted in these programs remain full-time students at Illinois State, and all courses offered at the centers are part of the ISU curriculum. Thus, students at these centers carry a full academic load for a semester or a year and retain full status as regular students at ISU. The major part of the teaching is done by instructors from the host university who lecture in English.

Most of the courses offered abroad meet University Studies or major/minor field requirements. The sophomore and

junior years usually offer the greatest curricular flexibility for those who wish to study abroad. Some programs are more suitable for advanced study and therefore more appropriate for seniors. Anyone interested in study abroad should consult with advisers in the Office of International Studies.

Numerous summer opportunities are available for study abroad. Study programs are offered by a wide variety of disciplines including foreign languages, art, music, education, history, English literature, political science, economics, geography, agriculture, industrial technology, business, criminal justice, sociology, and biology. Summer study abroad programs have, in recent years, taken students to Europe, Asia, the Near East, and Latin America.

Foreign Student Advising: The International Studies Office also provides services to all students who are citizens of other countries. The Foreign Student Adviser provides assistance to foreign students who must comply with U.S. Immigration and Naturalization regulations, coordinates campus and community resources and services available to foreign students, and interprets foreign students' needs and problems to the institution's officials, faculty, students and community. The adviser assists with admissions, personal and academic problems, financial aid, hospitality, and housing.

All international students enrolling in the University for the first time should contact the Office of International Studies in 105 McCormick as soon as possible following their arrival on campus.

International House: International House is a coeducational residence and academic program center for both American and international students. The purpose of the House is to promote cultural interaction and international understanding through social and educational programs. This setting provides opportunities to develop friendships and to encourage mutual respect among students of diverse backgrounds and cultures.

National Student Exchange

105 McCormick Hall, (309) 438-5365

In order to make possible an educational experience in cultural and geographic circumstances considerably different from those of Central Illinois, Illinois State University, along with two other institutions, founded the National Student Exchange in 1968. Sophomores and juniors with a 2.5 cumulative grade point average may study for up to one year at any of the public colleges and universities in other states listed below while paying ISU's tuition or costs equal to what an in-state resident of that state would pay. In some cases, scholarship aid may be used. Applications are available from mid-October to February 1. The exchange of students among institutions is intended to enrich the educational experience of those individuals traveling to distant campuses and of those of the host institutions who learn from incoming students.

Institutions involved in this exchange are Alabama State University, Boise State University (Idaho), Bowling Green State University (Ohio), California State Polytechnic University, Pomona, California State University, Bakersfield, California State University, Chico, California State University, Dominguez Hills, California State University, Fresno, California State University, Northridge, California State University, San Bernardino, College of Charleston (South Carolina), East Carolina University, East Stroudsburg University of Pennsylvania, Eastern Connecticut State University, Eastern New Mexico University, Eastern Oregon State College, Fort Hays State University (Kansas),

Fort Lewis College, Humacao University College (Puerto Rico), Humboldt State University (California), Illinois State University, Indiana University of Pennsylvania, Indiana University, Purdue University at Fort Wayne, Kearney State College (Nebraska), Montana State University, Moorhead State University (Minnesota), Murray State University (Kentucky), New Mexico State University, North Carolina State University, Northeastern Illinois University, Northern Arizona University, Northern State College (South Dakota), Oakland University (Michigan), Oregon State University, Pittsburg State University (Kansas), Portland State University (Oregon), Rhode Island College, Rutgers College, Rutgers University (New Jersey), Sonoma State University (California), South Dakota State University, Southern Oregon State College, SUNY Center at Stonybrook, SUNY College at Buffalo, SUNY College at Potsdam, Towson State University (Maryland), Trenton State College (New Jersey), University of Alabama, University of Alaska, University of Delaware, University of Georgia, University of Guam, University of Hawaii at Hilo, University of Hawaii at Manoa, University of Idaho, University of Maine, University of Maine at Farmington, University of Maryland, University of Massachusetts at Amherst, University of Massachusetts at Boston, University of Minnesota, Twin Cities, University of Montana, University of Nevada, Las Vegas, University of Nevada-Reno, University of New Hampshire, University of New Mexico, University of North Carolina at Charlotte, University of Northern Colorado, University of Northern Iowa, University of Oregon, University of Puerto Rico, Rio Piedras, University of Rhode Island, University of South Carolina, University of South Dakota, University of South Florida, University of Southern Maine, University of Utah, University of the Virgin Islands, University of Wisconsin, Eau Claire, University of Wisconsin-Green Bay, University of Wisconsin-River Falls, University of Wyoming, Utah State University, West Chester University (Pennsylvania), Western State College of Colorado, William Paterson College of New Jersey, Winthrop College (South Carolina). Others are joining the program each year.

Preparation for Graduate and Professional Study

Requirements for admission to advanced study vary according to the profession as well as among the schools. Thus, a student planning to enter a professional school should seek specific admission information from the school he or she plans to attend. Preparation for admission to a professional or graduate school consists of: (1) a broad educational experience; (2) courses which meet the specific admission requirements of the school the student plans to attend; and (3) major and minor subjects which allow for concentrated study in a field of interest and which provide an alternative career direction if that becomes desirable.

Graduate Study at Illinois State

Students interested in graduate study at Illinois State University should consult the *Graduate Catalog* for admission requirements and programs available. Further information may also be obtained from departmental offices and the Graduate School office in Hovey Hall. Illinois State offers a comprehensive range of master's degree programs and doctoral level programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, School Psychology, and Special Education.

Health Professions

Preprofessional programs for health related professional colleges usually imply a major in one of the departments in the College of Arts and Sciences. Majors in Biological Sciences or Chemistry are usually elected because several specific preprofessional course requirements can be applied toward a major in these fields. However, a major in any one of a number of other departments in the College is appropriate for many students who have a specific career goal in mind. Speech Pathology and Audiology, Mathematics, Psychology, Sociology, Physics, Economics, and Foreign Languages are several examples of academic areas which have application to specialties within the health professions.

Minimum admission requirements to colleges of Medicine, Dentistry, and Veterinary Medicine are discussed below. Further information about admission procedures to these and other health related professional colleges can be obtained by contacting Dr. John Frehn in the Department of Biological Sciences.

Medicine: Admission policies of individual medical colleges are set forth in *Medical School Admissions Requirements - United States and Canada*. Orders for this book should be addressed to:

Association of American Medical Colleges
One DuPont Circle, N.W., Suite 200
Washington, D.C. 20036

Price: \$7.50 postpaid

Specific course requirements of medical schools in the State of Illinois can be met by taking the following courses:

Chemistry 140, 141, 230, 231, 232, 233.

Biological Sciences 191, 194.

Physics 108, 109.

Mathematics 145, 146 are recommended.

Other specific course requirements are usually met by completion of the University Studies program. It should be understood that a careful selection of University Studies and elective courses beyond the specific admission requirements can make the applicant more competitive.

Although a few students are accepted for enrollment in medical college after completion of 90 semester hours, they are distinct exceptions. Most students should anticipate the completion of the requirements for a bachelor's degree with the following approximate timetable:

1. Completion of specific course requirements by the end of the junior year.
2. Medical College Admission Test taken in April of the junior year.
3. Medical College application process begun in August preceding senior year.

Dentistry: Admission policies of individual dental schools are set forth in *Admission Requirements of U.S. and Canadian Dental Schools*. Orders for this book should be addressed to:

American Association of Dental Schools
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Price: \$13.50 postpaid

With the completion of the University Studies program, the following courses would meet the minimum specific course requirements for Illinois dental schools:

Chemistry 140, 141, 230, 231, 232, 233.

Biological Sciences 191, 194.

Physics 108, 109.

Most students enter dental school after three or four years of preprofessional studies. The minimum requirement for admission to dental schools in the State of Illinois is two years of college, even though most such applicants are

unsuccessful. It is therefore advised that students anticipate at least a three-year program with the following timetable:

1. Completion of specific course requirements by the end of sophomore year.
2. Dental Admission Test taken in April of the sophomore year or October of the junior year.
3. Dental college application process begun in the fall of the junior year.

Veterinary Medicine: Illinois residents find it exceedingly difficult to gain admission to colleges of veterinary medicine outside the state. Students should therefore direct their attentions largely to the admission policies of the University of Illinois College of Veterinary Medicine.

Specific course requirements: three semesters of biology with laboratory including genetics, four semesters of chemistry including organic chemistry and biochemistry, two semesters of physics, one semester of English, four semesters of humanities and social sciences, and one semester of animal science. Some two-year students are accepted, but the majority of successful candidates have three or four years of preprofessional study. The student is therefore advised to plan his program for completion of the requirements for admission to veterinary college by the end of the sophomore year. A four-year program leading to a bachelor's degree should be anticipated in the event that early application to veterinary college is not successful.

Nursing: No major in nursing exists at Illinois State University. Students wishing to pursue the BSN degree may complete the prescribed pre-nursing courses at ISU and then seek admission to the Mennonite College of Nursing in Bloomington. Students should apply for the Mennonite program after their Freshman year. Admission to the nursing program is competitive. For further information, contact the Academic Advisement Center.

Engineering

Illinois State University shares an Affiliated Engineering Program with the University of Illinois. Students begin at ISU and transfer to U of I after 90 hours. They receive a B.S. in engineering from U of I upon completion of their engineering requirements. They receive a second B.S. in physics from ISU upon transferring back 30 approved hours from U of I. The Affiliated Engineering program is listed under the Physics Programs section of this catalog. This five-year program has greater depth than the average engineering curriculum and provides students with the additional mathematical and scientific foundations needed to participate in the rapidly changing technologies of the future. The first years of this program are also suitable preparation for transfer to most engineering schools.

Due to the sequential nature of engineering curricula, it is important that appropriate course selections be made. Interested students should contact either Dr. John Crew or Dr. George Skadron in the ISU Department of Physics early in their academic careers for help in planning an appropriate plan of study.

Law

Law schools do not require any specific courses or undergraduate majors. A committee of the Association of American Law Schools has recommended that the pre-law student keep in mind three basic objectives in planning an undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop the skills of conceptual analysis. The committee has empha-

sized the need for a broad, liberal education which develops the student's intellectual interests rather than an education directed too pointedly toward later professional training and practice.

Students planning to apply for admission to law school should consult the University's pre-law adviser, Dr. Thomas Eimermann, Department of Political Science, for assistance in selecting appropriate majors and valuable electives, and for information about the Law School Admissions Test.

Social Work

The profession of social work recognizes three academic levels of preparation for practice. The first level is that provided by Illinois State University's undergraduate Social Work major. Students completing this major will hold a baccalaureate degree qualifying them for the beginning level of professional practice, (see the Comprehensive Major in Social Work). A secondary objective of the Illinois State University Social Work major is to prepare students for advanced study at the second or graduate-level of preparation. Graduates of this advanced program receive a Master of Social Work (M.S.W.) degree, which is considered a terminal degree in the profession. For those students desiring to teach, to conduct independent research, or to attain administrative positions in the professional field, a growing number of graduate schools offer a third level of preparation which is the Doctor of Social Work (D.S.W.) or Ph.D in Social Work degree.

Students interested in graduate training in social work, either immediately upon graduation from Illinois State University or after work experience, are urged to consult the social work adviser in the Department of Sociology, Anthropology and Social Work.

The Illinois State University Social Work Program is accredited by the Council on Social Work Education. This accreditation provides advantages to students seeking employment and graduate education in social work.

Teaching

Undergraduate students interested in preparing for teaching careers in the public schools should consult the College of Education section of the Catalog or contact the Office of Clinical Experiences and Certification Processes, 310 DeGarmo Hall, for information about admission to the teacher education programs of the University and certification requirements. Students interested in preparing for teaching careers in colleges and universities should consult academic advisers in the discipline in which they plan to teach for information concerning appropriate graduate degree preparation.

Additional University Services

Microcomputer Laboratories

Microcomputers for doing work outside of class and for writing papers are available to students in microcomputer laboratories at various locations on the campus. Students can use IBM, Zenith, or Macintosh computer systems to engage in word-processing, graphics, spread sheets, data base management, and instructional programming. Students can gain access to most laboratories by purchasing one of two types of Compucards: a \$5 Compucard for five hours of microcomputer laboratory access or a \$30 Compucard for unlimited access to microcomputer laboratories each semester.

All the labs listed below have MS-DOS (IBM compatible)

micro computers. Labs that also have Macintosh are indicated with (Macintosh). Micro computer labs available for students in specific academic departments are located in:

Milner Library
Media Center (Macintosh)
Julian Hall(Macintosh)

Stevenson Hall (Macintosh; evenings only)

Micro computer labs available for students in specific academic departments are located in:

Stevenson Hall 250 for students in English Composition Classes

Stevenson Hall 128 for students in Applied Computer Science

Turner Hall 202 for students in the College of Applied Science and Technology

Williams Hall Basement for students in the College of Business

Microcomputer labs for students in the residence halls are located in:

Watterson Towers
Atkins Hall
Manchester Hall
Wright Hall
Walker Hall

In addition to the above Computer Service labs, the College of Education has a microcomputer lab in Degarmo Hall which is open to the University community and does not require a Compucard.

Media Services

211 Media Center, (309) 438-3694

Media Services assists faculty and students in attaining instructional and educational goals by offering many opportunities to incorporate media into classroom and other institutional situations. Located in the Educational Media Center, the service and production units of Media Services are described below:

Media Distribution: Audiovisual equipment as well as films and videotapes are distributed for on-campus use through its main office and seven satellite centers.

Graphic Production: Assistance is provided to faculty for planning, developing, and producing graphic materials for classroom use, audiovisual productions, and print publications.

Learning Resource Center: The LRC offers a wide variety of services for faculty and students to use in their preparation of teaching materials and in training for operation of media equipment. Film and video collections as well as reserve materials are available for viewing. A computer lab emphasizes integration of text and graphics on Macintosh and includes hardware and software for Macintosh, Apple IIe, and IBM-compatible applications.

Television/Audio Production: A closed-circuit television cable system offers videotape playback capabilities to students and faculty in more than 35 classroom buildings and residence halls. Audio tape and videotape production and duplication capabilities are also available for faculty and administrative units. Production services include planning and writing services, studio and location recording, videotape and audio tape editing, narration, multi-image, and slide-synchronization.

WGLT

310 Media Center (309) 438-2255

WGLT (89.1 FM) is a full-service public radio station licensed to Illinois State University and serving audiences in McLean County and surrounding areas. In addition to

classical, jazz, and rhythm and blues music, WGLT programming includes live coverage of concerts and recitals as well as coverage of local public affairs and newsworthy events. Many academic departments as well as individual faculty, staff, and administrators participate in informational programs. Affiliated with National Public Radio and equipped to participate fully in the NPR satellite network, WGLT carries nationally acclaimed programs such as *Morning Edition* and *All Things Considered*. The 20-hour daily WGLT program service is maintained by a full-time professional staff plus ISU students who receive training and professional experience.

The University Museums

(309) 438-8800

The University Museum and its satellite facilities represent learning centers serving the University, schools in the surrounding area, and the general public. Objects from the permanent collections as well as loan materials are displayed in a continuing series of instructional exhibitions. The purpose of the University Museum is to preserve and disseminate knowledge of the artistic, natural, and cultural history of Illinois and the world. To accomplish this purpose, the University Museum collects, preserves, and studies tangible objects in programs of exhibitions, education, and research. The museum offers opportunities for students to work with collections through museum employment, museum studies courses, and class assignments. The University Museum facility, located at the corner of Main and Dry Grove in Normal, features exhibits of geology, cultural history, Native American artifacts, and Central American, African, and Asian ethnography. The museum maintains an active schedule of changing exhibits, special events, and educational programs for children and adults. Museum offices and a classroom are also housed in this newly renovated facility.

The Ewing Museum of Nations, at the corner of Towanda Avenue and Emerson Street, Bloomington, provides exhibitions and programs illustrating the world's cultural heritage.

The Eyestone School Museum, a renovated 1900 one-room school is located at Adelaide and College Streets.

The Stevenson Memorial Room, on the first floor of Stevenson Hall, displays memorabilia of the Stevenson family with particular emphasis on Adlai E. Stevenson II. The President's Gallery, located on the third floor of Hovey Hall, features a rotating series of exhibitions highlighting the University's art collections.

Planetarium

Corner of School St. and College Ave.
(309) 438-2496

The Illinois State University Planetarium is administered by the Department of Physics and is located at the east end of Felmley Hall. This celestial theatre in the round provides a unique environment that is used by astronomy and other classes. Primary and secondary school students, as well as a variety of other community groups, also attend special presentations designed for their specific interests. In addition, regular public shows are scheduled providing a popular form of enriching entertainment. The 30-foot domed structure seats 110 individuals and houses a Spitz A-3P star projector and various other multi-media effects to recreate the wonders of the universe. Admission to regular planetarium programs is free of charge for all ISU students presenting a validated student identification card. Admission for the general public is \$1.25 per child (under 13 years of age) and \$1.75 per adult. For further information contact Carl J. Wenning, Planetarium Director, at 438-8758.

Research and Sponsored Programs

310 Hovey Hall, (309) 438-2528

The Office of Research and Sponsored Programs (ORSP) is the coordination center for faculty, staff, and students who are engaged in activities financially supported from federal, state, and private agencies to conduct research projects, training programs, and public service activities. Projects supported from external sources constitute an important part of the university's academic programs of education, research, and public service. ORSP serves to facilitate these programs and is the designate liaison between Illinois State University and the sponsoring agencies. It is the authorized agent for grants and contracts. The Office functions to facilitate the processing and submission of grant and contract proposals, the post award administrative management of funded programs, and to assure compliance with state and federal regulations pertaining to sponsored activities.

Alumni Services

117 Rambo House, (309) 438-2586

The ISU Alumni Office offers services and activities to all ISU alumni, including notification about campus events such as Homecoming, the Spring Awards Ceremony, the Annual meeting, various special campus events, class and departmental reunions, special conferences and seminars, and other programs.

ISU keeps in contact with alumni locally, nationally, and internationally through area meetings which feature a variety of informative and entertaining programs. Communication is maintained with alumni through quarterly mailings of the *Illinois State University Today*. Additional mailings are sent to announce special events and activities. The Alumni Services Office serves as the campus headquarters for alumni. Official records of the growing number of alumni, which now exceeds 90,000, are maintained there. All graduates of ISU are members of the ISU Alumni Association. The Alumni Board of Directors serves as the liaison body representing all Alumni of the University. Current students have the opportunity to become involved through the Student Alumni Council. The Student Alumni Council is open to all undergraduates and serves to link past, present, and future students. Members of the organization are active in many campus events and help to promote the University.

Development Office: The Development Office, located in Rambo House, is responsible for coordinating long-range program to encourage voluntary financial support for the University from alumni, parents, students, friends, faculty, staff, corporations, and foundations. Contributions are used to provide scholarships, student loans, and research grants; to purchase specialized equipment; to aid departmental programs; to establish an endowment fund; and to support a variety of other educational projects and programs.

The financial support generated through the private giving provides the margin of excellence which enables Illinois State University to become a more creative and progressive force in higher education. In actively seeking voluntary support, the University is carrying on the tradition established by its founders whose solicitation of gifts of money and land made the establishment of the University possible.

ISU Foundation: The Illinois State University Foundation is a non-profit corporation chartered by the State of Illinois for the sole purpose of soliciting, receiving, holding, investing, and administering gifts, grants, real property, historical papers, collections, and other materials which support

and enhance educational opportunities at Illinois State University.

The Foundation encourages prospective donors to make unrestricted gifts. Unrestricted gifts enable the University to achieve a higher level of quality because the resources can be distributed where the need is greatest. However, gifts and grants may be designated to support specific colleges, departments, and educational programs.

Bequests, charitable remainder trusts, and other planned and deferred gifts are also processed through the Foundation. Policies for the ISU Foundation are overseen by an elected Board of Directors, comprised of alumni and friends of the University.

All gifts made to the ISU Foundation are tax deductible as provided by law. Further information about the Foundation may be obtained by writing the Office of Development.



UNIVERSITY STUDIES PROGRAM

The University Studies Program provides a core of fundamental knowledge, skill, and understanding. The content of University Studies courses is important to the educated layperson rather than to the specialist in the field, although this does not mean that all courses in the program are introductory or non-technical in nature. The program is designed to meet each of the following goals:

- to provide personal enrichment.
- to offer a systematic design for further learning.
- to be broad in scope rather than focused on a narrow portion of a discipline.
- to reflect major values and ideas and to offer the opportunity to examine such values and ideas.
- to assure a breadth of knowledge and an understanding of the basic processes of disciplined inquiry that society might reasonably expect from a college graduate.

Due to the limited number of hours required in each group, a student may have only one exposure to a discipline or area. For this reason, care should be taken to select courses that will ensure breadth within as well as across disciplines and areas of study.

General Requirements

Each student seeking a bachelor's degree must satisfy the requirements of the University Studies program. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to the University from a public community college or other community college participating in the compact with ISU in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirements. All other students must meet the minimum requirements for each group in the program—a total of 48 hours exclusive of courses in a student's major department. Some students may wish to complete the requirements through the Individual University Studies Program described below. The Proficiency and Placement Examinations section of this Catalog describes how a student may meet some of the University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

Other Special Considerations

General Students: Students who are pursuing a baccalaureate degree but have not yet declared a major are advised that when they do identify a major, courses in their major department do not count toward the University Studies requirements.

Change of Major: Students who change majors should pay particular attention to the policy regarding the exclusion of courses for University Studies from a major department.

Double Majors: The exclusion of courses from a major department applies only to the declared or first major—not to the second or undeclared major.

Minors: Any University Studies course may be used to meet the requirements of a minor.

Social Sciences Major: University Studies courses may be used to meet the major requirements for students who are pursuing a Social Sciences Major.

International Studies: Credit in University Studies may be earned through the Study Abroad program. Information is available from the Director of International Studies.

University Studies Groups

Group 1: Communication Studies (9 hours): Study related to the collection, preparation, and presentation of ideas and information directed toward achieving personal skill in written and oral communication. English 101 is required. *Beginning freshmen should complete English 101 within their first 30 semester hours at ISU. Transfer students who have not completed English 101 or its equivalent should complete English 101 within their first 15 semester hours at ISU.*

Communication

- 110 Fundamentals of Speech Communication
- 123 Interpersonal Communication
- 125 Argumentation
- 223 Small Group Processes

English

- 101 Language and Composition I (Required of all students)
- 141 Human Language
- 145 Language and Composition II

Foreign Languages

- 111 First-Year Chinese (Part I)
- 112 First-Year Chinese (Part II)
- 111 First-Year French (Part I)
- 112 First-Year French (Part II)
- 111 First-Year German (Part I)
- 112 First-Year German (Part II)
- 111 First-Year Classical Greek (Part I)
- 112 First-Year Classical Greek (Part II)
- 111 First-Year Italian (Part I)
- 112 First-Year Italian (Part II)
- 111 First-Year Japanese (Part I)
- 112 First-Year Japanese (Part II)
- 111 First-Year Latin (Part I)
- 112 First-Year Latin (Part II)
- 111 First-Year Russian (Part I)
- 112 First-Year Russian (Part II)
- 111 First-Year Spanish (Part I)
- 112 First-Year Spanish (Part II)
- 115 Second-Year French (Part I)
- 116 Second-Year French (Part II)
- 115 Second-Year German (Part I)
- 116 Second-Year German (Part II)
- 115 Intermediate Latin
- 116 Vergil
- 115 Second-Year Russian (Part I)
- 116 Second-Year Russian (Part II)
- 115 Second-Year Spanish (Part I)
- 116 Second-Year Spanish (Part II)

Group 2: Humanistic Studies (9 hours): Study of history (the study of past events, especially those concerned with particular nations, periods, and individuals), literature (the study of native and foreign culture through the exploration of the literature of that culture), and philosophy (the study of values, ethics, and general principles which provide rational explanations) directed toward acquiring basic knowledge in the humanities. Courses must be selected from at least two departments.

English

- 104 Introduction to Literature-Poetry and Drama
- 105 Introduction to Literature-Prose Fiction

106	Introduction to Literature-Literary Themes and Topics	112	Fundamental Chemistry Laboratory
107	Literature and the Movies	140	General Chemistry I
110	Masterpieces of English Literature	141	General Chemistry II
122	Introduction to Shakespeare	Geography-Geology	
130	Masterpieces of American Literature	100	Earth Science
150	Masterpieces of World Literature: to 1350	105	Introduction to Geology I
160	Women in Literature	107	Introduction to Geology II
165	Black American Literature	110	Weather
250	Literature of The Bible I	195	Introduction to Oceanography
251	Literature of The Bible II	275	Life of the Geologic Past
Foreign Languages		Physics	
105	Classical Mythology	100	Energy and Environment
216	German Drama	101	Introduction to Astronomy
221	Survey of French Literature I	105	Fundamentals of Physics
221	Survey of Spanish Literature I	106	From Quarks to Quasars
222	Survey of French Literature II	108	General Physics I
222	Survey of Spanish Literature II	109	General Physics II
242	Survey of Spanish-American Literature	110	Physics I
History		111	Physics II
101	Western Civilization to 1500	Sociology, Anthropology, and Social Work	
102	Modern Western Civilization	182	Introduction to Physical Anthropology
135	History of the United States to 1865	Group 4: Quantitative and Logical Studies (3 hours): Study of mathematics (the study of numbers and space configurations and their operations, measurement, and the relationships in both the abstract form of pure mathematics and the practical form of applied mathematics), computer science (the study and understanding of the logical organization and transformation of information directed toward the development of the problem-solving skills necessary in a computer environment), and logic (study of principles of valid reasoning and correct inference) directed toward the understanding of basic computational skills and the ability to think logically.	
136	History of the United States since 1865	Applied Computer Science	
137	The American Experience	164	Fortran Programming
220	Ancient History: Greece	166	Scientific Pascal
221	Ancient History: Rome	168	Structured Problem Solving and the Computer
228	Europe in the Nineteenth Century: 1815-1914	Mathematics	
235	French History to the Revolution	105	Elementary Applications of Mathematics
250	History of Women in America	120	Finite Mathematics for Business and Social Sciences
Interdisciplinary Studies		121	Introduction to Calculus for Business and Social Sciences
100	Humanities I: European Civilization to 1600 (3 hrs.)	145	Calculus I
101	Humanities II: European Civilization since 1600 (3 hrs.)	146	Calculus II
104	British Civilization	151	Structure of Number Systems I
Philosophy		164	Fortran Programming
101	Basic Issues in Philosophy	166	Scientific Pascal
120	Philosophy of Religion	210	Symbolic Logic I
138	Moral and Social Values	Philosophy	
232	Ethics	110	Thinking Logically
240	Political Philosophy	210	Symbolic Logic I
254	Ancient and Medieval Philosophy	Group 5: Social Science and Psychological Studies (9 hours): Study of the social sciences of anthropology, economics, human geography, political science, and sociology (the study of aspects of past and present activities, conduct, interactions, and organizations of humans) and the study of psychology (the study of mental phenomena, especially those associated with behavior and problems of adjustment to the environment) directed toward an understanding of and an ability to apply the scientific method to human activity. Courses must be selected from at least two departments.	
255	Modern Philosophy	Biological Sciences	
Theatre		100	Introduction to Biological Sciences
151	History of the Theatre in Western Culture	160	Introductory Microbiology
Group 3: Natural Science Studies (6 hours): Study of biological sciences (the study of life and living matter in all forms, especially with regard to the origin, growth, reproduction, and structure of life forms) and the physical sciences (the study of structure, properties, origin, and energy relations of matter apart from the phenomena of life) directed toward an understanding of and an ability to apply the scientific method to natural phenomena.		170	Genetics and Society
Biological Sciences		181	Human Physiology & Anatomy I
100	Introduction to Biological Sciences	182	Human Physiology & Anatomy II
160	Introductory Microbiology	185	Introduction to Evolution
170	Genetics and Society	191	Principles of Biology
181	Human Physiology & Anatomy I	192	General Botany
182	Human Physiology & Anatomy II	194	General Zoology
185	Introduction to Evolution	195	Introduction to Oceanography
191	Principles of Biology	199	Animal Behavior
Chemistry		Agriculture	
102	Science and Modern Man	110	Introductory Agricultural Economics
104	Chemistry of Life	Economics	
110	Fundamentals of Chemistry	101	Principles of Microeconomics

Geography-Geology

- 135 World Geography
- 150 Economic Geography
- 205 Conservation of Natural Resources

Political Science

- 105 American Government and Politics
- 141 Comparative European Government
- 151 Introduction to International Relations
- 232 Politics and Public Policy
- 254 Introduction to Global Issues

Psychology

- 111 General Psychology
- 112 Child and Adolescent Development
- 131 Social Psychology
- 232 Personality

Sociology, Anthropology, and Social Work

- 106 Introduction to Sociology
- 107 Social Problems
- 131 Social Psychology
- 180 Introduction to Cultural Anthropology
- 261 The Community
- 267 Population
- 268 Sociology of Religion

Group 6: Aesthetic Studies (3 hours): Study of the fine and applied arts having to do with the creation and application of diverse modes of communication, ideas, and emotions by means of visual and nonvisual representations and symbols toward developing aesthetic understanding and appreciation.

Art

- 100 Introductory Art Workshop
- 150 Art Appreciation
- 155 Survey of Art I
- 156 Survey of Art II
- 250 Arts and the Modern World
- 257 Survey of Art III

Health, Physical Education, Recreation, and Dance

- 122 Modern Dance I
- 122.02 Modern Dance II
- 123 Ballet I
- 123.02 Ballet II

Interdisciplinary Studies

- 100 Humanities I: European Civilization to 1600 (3 hrs.)
- 101 Humanities II: European Civilization since 1600 (3 hrs.)

Music

- 100 Introduction to Music Theory
- 151 Pleasures of Music
- 153 Black Music I
- 250 Arts and the Modern World

Theatre

- 150 Introduction to the Theatre
- 170 Introduction to Film Art
- 250 Arts and the Modern World

Group 7: Contemporary Life Studies (6 hours): Study of the applied arts of agriculture (the production of food and the management of natural fiber plant and animal resources), business and management (organization, operation, administration, and control of private and public organizations), Criminal Justice Sciences (the study of the criminal justice system), education (instruction and training within and outside educational organizations), health and physical education (maintenance and restoration of physical and mental health), home economics (the study of the reciprocal relations of family to its natural and man-made resources and environments), technology (practical application of basic scientific knowledge to the design, production,

and operation of systems for human control of the natural environment), and other appropriate applied studies directed toward development and understanding of the use of liberal studies in applied areas in order to deal creatively and realistically with personal, community, national, and international concerns.

Agriculture

- 120 Introductory Horticulture
- 150 Introduction to Plant Science
- 170 Introduction to Animal Science

Applied Computer Science

- 140 Introduction to the Computer World
- 150 Using Microcomputers as Productivity Tools
- 155 Introduction to Microcomputers

Biological Sciences

- 145 Human Biology
- 202 Human Ecology

Business Education and Administrative Services

- 100 Business and its Environment
- 200 Applications of Office Technology

Communication

- 140 Introduction to the Computer World

Criminal Justice Sciences

- 101 Introduction to Criminal Justice Sciences

Curriculum and Instruction

- 110 Introduction to Multicultural Education

Finance and Law

- 140 Personal Finance
- 208 The Legal Environment of Business

Health, Physical Education, Recreation, and Dance

- 113 Personal Fitness
- 180 First Aid

Health Sciences

- 100 Introduction to the Health Community
- 155 Man and Environment: A Health Perspective
- 171 Principles of Accident Prevention
- 194 Healthful Family Living
- 196 Drugs in Lifestyles

Home Economics

- 106 Nutrition
- 131 Courtship and Marriage
- 132 Home Management in Contemporary Life

Industrial Technology

- 208 Industrial Technology Systems

Interdisciplinary Studies

- 120 Women Today

Philosophy

- 234 Business Ethics

Psychology

- 123 Human Sexuality

Sociology, Anthropology, and Social Work

- 123 Human Sexuality
- 170 Survey of Social Work and Social Welfare

Speech Pathology and Audiology

- 115 Introduction to Human Verbal Development

- 120 Sound: Speech, Music, and Noise

Group 8: Nonwestern Cultures and Traditions (3 hours): Study of some aspect of a culture other than one's own directed not only toward a better understanding of the cultural complexity of a shrinking and increasingly interdependent world but also toward gaining a new perspective of Western culture. (Courses in this group must be concerned with the cultures and traditions of one or more of the following geographic areas: Africa and neighboring islands [not in the Mediterranean Sea]; Caribbean Islands with nonwestern cultures; Central America; China, Mongolia, Japan, Korea [East Asia], Taiwan; India, Pakistan, and neighboring countries; Mexico; Middle East; Pacific Is-

lands [U.S. Administration]; Philippines and islands of Indonesia; Pre-contact cultures of Americas, Australia, or New Zealand; South America; Southeastern Asia [Burma, Kampuchea, Laos, Thailand, Vietnam, and others])

Agriculture

100 Agriculture of Developing Countries

Art

120 Oriental Art

Business Education and Administrative Services

345 Business in a Multicultural Environment

English

156 Introduction to East Asian Literature

Geography-Geology

230 Latin America

250 Africa

255 Asia

History

125 History of Asian Civilization

126 History of the Middle East and Africa

127 Latin America

263 Modern Mexico

271 Islamic Civilization

275 History of Japanese Civilization

Philosophy

207 Indian Philosophy

208 Buddhist Philosophy

Political Science

145 Introduction to Nonwestern Politics

246 African Politics

247 Politics of the Middle East

347 Latin American Politics

Sociology, Anthropology, and Social Work

184 Cultures of the World

272 North American Indians

284 The Anthropology of Native American Art

Music

156 Music in World Cultures

Theatre

271 Survey of Nonwestern Film

Individualized University Studies Program

Students who wish to pursue the Individualized University Studies (IUS) program must apply for and be admitted to

the program. The application must include a statement outlining general education objectives that cannot be met under the regular University Studies program. The Plan of Study should constitute a coherent program of University Studies that should meet or exceed the goals of the regular program. In developing the individual plan, the student and the adviser should review all previous educational experiences of the student (not just college courses) to assure that either prior experience or the projected plan provides a distribution of coursework that matches the minimum hour requirements in each University Studies group. Courses are not limited to those approved for the regular University Studies program; however, all courses selected must be general education courses as opposed to vocational or professional courses. Program requirements are as follows:

1. Applications will be accepted only from students who have completed fewer than 25 semester hours of undergraduate coursework. Applications should be forwarded to the Director of Honors and must be signed by an adviser in the Office of Academic Advisement, the Honors Office, or a faculty member from the student's major department indicating that he or she agrees to the Plan of Study and will serve as the student's IUS adviser until the plan has been completed.
2. The Plan of Study must include a minimum of 48 semester hours, exclusive of courses taken in the student's major department. Projected courses in the Plan of Study are subject to later modification only with advance approval of the student's adviser. The Director of Honors should be informed in writing of all changes in the original Plan of Study.
3. It is the student's responsibility to ensure that all prerequisites or requirements for majors are met whether or not the courses are included in the IUS Plan of Study.
4. Students in teacher education programs need to plan their IUS program to meet state certification requirements. Please confer with personnel in the Office of Clinical Experiences and Certification Processes regarding current requirements for teacher education students.
5. Questions about the program should be directed to the Director of Honors.



UNIVERSITY-WIDE PROGRAMS AND COURSES

Fields of Study and Degrees Available

The University offers a wide range of academic programs from bachelor's degrees through master's and doctoral degrees. Programs and degrees are available in the following fields of study:

- Accounting: B.S., M.S.
- Agribusiness: B.S.
- Agriculture: B.S. and cooperative master's program with University of Illinois.
- Anthropology: B.A., B.S.
- Applied Computer Science: B.S., M.S.
- Art: B.A., B.S., B.F.A., M.A., M.S., M.F.A., Ed.D.
- Arts and Sciences: (See General Studies Major)
- Biological Sciences: B.A., B.S., M.S., Ph.D.
- Business Administration: B.S., M.B.A.
- Business Education: B.A., B.S., B.S. in Ed., M.A., M.S.
- Chemistry: B.A., B.S., M.S.
- Cinema Studies: (undergraduate minor).
- Communication: M.A., M.S.
- Consumer Education (undergraduate minor).
- Criminal Justice Sciences: B.A., B.S., M.A., M.S.
- Counselor Education: M.A., M.S., M.S. in Ed.
- Curriculum and Instruction: M.A., M.S., M.S. in Ed., Ed.D.
- Dance: B.A., B.S.
- Early Childhood Education: B.A., B.S., B.S. in Ed.
- Economics: B.A., B.S., M.A., M.S., D.A.
- Educational Administration: M.A., M.S., M.S. in Ed., C.A.S., Ed.D., Ph.D.
- Elementary Education: B.A., B.S., B.S. in Ed.
- English: B.A., B.S., M.A., M.S., D.A.
- Environmental Health: B.S.
- Ethnic and Cultural Studies (undergraduate minor).
- Finance: B.S.
- Foreign Language: M.A. and undergraduate majors in French, German, Russian Studies, and Spanish.
- French: B.A.
- General Studies: B.A., B.S.
- Geography: B.A., B.S.
- Geology: B.A., B.S.
- German: B.A.
- Gerontology: (undergraduate minor).
- Health and Physical Education: M.A., M.S.
- Health Education: B.A., B.S., B.S. in Ed.
- History: B.A., B.S., M.A., M.S., D.A.
- Home Economics: B.A., B.S., M.A., M.S.
- Industrial Technology: B.S., M.S.
- Instructional Media: (undergraduate minor).
- International Business: B.A., B.S.
- Journalism (undergraduate minor).
- Junior High/Middle School Education: B.A., B.S., B.S. in Ed.
- Latin American Studies (undergraduate minor).
- Legal Studies (undergraduate minor).
- Management: B.S.
- Marketing: B.S.
- Mass Communication: B.A., B.S.
- Mathematics: B.A., B.S., M.A., M.S., D.A.
- Medical Record Administration: B.S.
- Medical Technology: B.S.
- Military Science: (undergraduate minor).
- Music: B.A., B.M., B.M.E., B.S., M.M., M.M. Ed.
- Office Administration: B.S.
- Philosophy: B.A., B.S.
- Physical Education: B.A., B.S., B.S. in Ed.
- Physics: B.S.
- Political Science: B.A., B.S., M.A., M.S.
- Psychology: B.A., B.S., M.A., M.S.
- Public Relations: B.A., B.S.
- Reading: M.S. in Ed. and undergraduate minor.
- Recreation and Park Administration: B.S.
- Russian: (undergraduate minor).
- Russian Studies: B.A.
- Safety: B.S.
- School Psychology: M.A., M.S., M.S. in Ed, Ph.D
- Social Sciences: B.A., B.S.
- Social Work: B.A., B.S.
- Sociology: B.A., B.S., M.A., M.S.
- Spanish: B.A.
- Special Education: B.A., B.S., B.S. in Ed., M.A., M.S., and M.S. in Ed., Ed.D.
- Speech Communication: B.A., B.S.
- Speech Pathology-Audiology: B.A., B.S., M.A., M.S.
- Teaching English to Speakers of Other Languages (undergraduate minor).
- Theatre: B.A., B.S., M.A., M.S., M.F.A.
- Traffic and Safety Education: (undergraduate minor).
- Writing: M.A., M.S., and undergraduate minor.

Program and Course Explanations

Units of Instruction

Major: A cohesive combination of courses, including introductory, intermediate, and advanced coursework, that designates a student's primary area of specialization. Majors are designated on University transcripts. The offering of new majors requires approval by the Board of Regents and the Board of Higher Education.

Sequence: A subdivision of a major in which there are specific requirements. Sequences of the same major generally share a common core within a major. Sequences are designated on University transcripts. New sequences require approval of the Board of Regents and when approved are generally considered to be reasonable and moderate extensions of present curricular authorizations by the Board of Higher Education.

Concentration: A subdivision of a major without specific requirements that is provided for advisement only. Concentrations are not designated on University transcripts. All informal curricular recommendations made by departments (such as emphases, tracks, areas of study, specializations, etc.) should be entitled concentrations. Concentrations are advisory only and do not appear on University transcripts; no approval process is required.

Minor: A combination of courses designed to provide a cohesive introduction to an area of study beyond the major. Minors are designated on University transcripts. New minors require approval by the Board of Regents and when approved are generally considered reasonable and moderate extensions of current curricular authority by the Board of Higher Education.

Course Offerings

Seminar: A regular meeting of students, under the guidance of a faculty member, in which each conducts research and exchanges information, problems, and results through informal lectures, reports, and discussion.

Independent Study: Intensive study in a special area of the student's interest under the direction of a qualified member of the faculty. Each individual investigation is to culminate in a comprehensive written report and/or examination and/or artistic project.

Topics Course: An organization of subject matter and related learning experiences composed of identifiable subdivisions of topics. Each topic is of sufficient significance to be treated separately as a unit of instruction for an entire semester or term. The content of the course varies by semester.

Temporary Courses: Temporary courses are approved by the curricular committees for a time period not to exceed two years. Temporary courses often are used to experiment with a new curricular design, to take advantage of the skills of a faculty member who will be at the University for a limited period, or to respond to particular interests of students. Temporary courses are designated by the numbers 189, 289, 389, 489, and 589.

Workshop: Intensive and applied work on special problems in one or more subject areas. Workshop opportunities are provided on special problems not covered in any regular University courses. Workshops are designated by the numbers 193, 293, 393, and 493.

Institute: Federal- and state-sponsored (or similar) short-term programs requiring treatment of subject matter of a special nature, often for special groups. Institutes are designated by the numbers 197, 297, 397, and 497.

Professional Practice: Professional Practice consists of one or more credit generating, academic/career related, salaried or non-salaried work experiences. Professional Practice worksites are located on the ISU campus and with business, industry, government, and other agencies and organizations outside the University. Professional Practice courses are designated by the numbers 198, 298, 398, and 498.

Course Information

The University operates on the semester plan. The credit value of all courses is stated in terms of semester hours. Ordinarily, a semester hour is assigned for a 50-minute class meeting per week for the semester; therefore, a course valued at three semester hours generally meets three periods weekly. In laboratory courses, at least two 50-minute periods per week are ordinarily required for each semester hour of credit.

Course Availability: Some courses listed in this catalog may not be available each year. Students should consult the *Class Registration Directory* for class availability. Questions concerning scheduling of courses should be referred to departmental chairpersons.

Course Levels: Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

Course Levels

100-199 Lower-division undergraduate courses, primarily for freshmen and sophomores.

200-299 Upper-division undergraduate courses, primarily for juniors and seniors. A student normally should have completed at least 45 semester hours before enrolling in a course at this level.

300-399 Advanced undergraduate courses. Open to jun-

iors, seniors, and graduate students. A student normally should have completed at least 75 semester hours before enrolling in a course at this level.

400-499 Graduate courses. None are listed herein; see the Graduate Catalog. Courses at this level are for graduate students. In exceptional instances, a senior may receive permission to enroll for undergraduate credit in a course at this level. Such permission is granted only upon the recommendation of the student's adviser with agreement of the chairperson of the department offering the course and the Graduate Dean. Seniors may be permitted to begin graduate work if they meet the conditions of the Senior in Good Standing Policy as described in the Graduate Catalog.

500-599 Courses limited to advanced graduate or doctoral students.

Course Descriptions

The following information is given for each course: course number (3 or 5 digits preceding the title); course title; credit value in semester hours; and F for Fall and S for Spring to indicate the semester for which a course is planned as an offering during the current academic year. *The University, however, may cancel or add scheduled course offerings after publication of this Catalog depending upon the adequacy of enrollment and availability of faculty.* Following the above information, any prerequisites, restrictions on enrollment, and any special considerations are noted in italics. *A course prerequisite is knowledge or experience a student is required (req) or recommended (rec) to have prior to enrolling in a course.* Example:

102 MUSIC THEORY 2 S
*MUS 101 or cons Theory Coord req. Formerly
 MUSIC THEORY AND HISTORY.*

Continuation of common practice syntax; emphasis on formal analysis and composition of common practice idioms.

The course number, 102, indicates that the course is primarily for freshmen and sophomores. The digit 2, following the title, indicates the credit value in semester hours. S indicates that the course is to be offered during the Spring semester. The italicized lines under the course title indicate the required background for enrolling in the course. In the example given, a student must have passed Music 101 or have consent of the coordinator of Music Theory courses prior to enrollment in 102. The title of the course in previous catalogs is indicated by the *Formerly* statement. A brief description of the course is provided in the paragraph following the prerequisites.

If the course were approved for University Studies, the letters US followed by the group number would be included in the course title, for example, US-1 or US-8. Additional information about the course is available in the respective department office.

Common Abbreviations

Departmental Abbreviations

The following abbreviations for departmental offerings are used both in the program requirement descriptions and in the course descriptions throughout the Catalog. They are also identical with those used in the *Class Registration Directory*.

ACC Accounting

AGR Agriculture

ACS Applied Computer Science

ART Art
BSC Biological Sciences
BEA Business Education and Administrative Services
CHE Chemistry
COM Communication
CJS Criminal Justice Sciences
C&I Curriculum and Instruction
ECO Economics
EAF Educational Administration and Foundations
ENG English
FAL Finance and Law
FOR Foreign Languages
GEO Geography-Geology
HPR Health, Physical Education, Recreation, and Dance
HSC Health Sciences
HIS History
HEC Home Economics
IDS Interdisciplinary Studies
IT Industrial Technology
MAT Mathematics
MKT Marketing
MQM Management and Quantitative Methods
MSC Military Science
MUS Music
PHI Philosophy
PHY Physics
POS Political Science
PSY Psychology
SAS Sociology, Anthropology, and Social Work
SED Specialized Educational Development
PAS Speech Pathology-Audiology
THE Theatre

Course Information Abbreviations

May be repeated indicates that a course may be taken for credit more than once if different content is planned; however, there may be a maximum amount of credit specified for the course.

Variable credit courses. If a course leads to differing number of hours, a student should plan with the adviser the number of hours to be sought.

Conc reg req (or rec) means that concurrent registration in two courses is required (or recommended).

Incl Clin Exp indicates that certain clinical experiences in teacher education are required in the course.

Cons inst means consent of the instructor.

Cons dept chair means consent of the chairperson of the department offering the course.

Not for credit maj min means that the credit from this course may not be applied to the major or minor program requirements.

Not for credit if had (course) means that so much overlap exists between the specified courses that students should not be able to count both toward graduation. Such courses are not, however, considered interchangeable in meeting all requirements.

Also offered as (course) means that the specified courses are identical and are thus considered interchangeable in meeting all requirements.

Materials charge optional indicates that certain supplementary materials must be provided for the course.

Faculty Information

Faculty whose names appear in the department faculty lists were teaching at the University during the last fall semester. Because of sabbatical leaves, temporary assignments, research projects, and other reasons, not all of these faculty will be teaching in the period covered by this catalog.

GENERAL STUDIES MAJOR

Program Coordinator: Contact Academic Advisement, 210 Julian Hall.

Degrees Offered: B.A., B.S.

Illinois State University offers students the opportunity, under the General Studies major, to construct three types of individualized programs of study which differ from the University's regular major and minor programs. These options use existing University courses and lead to the Bachelor of Arts or Bachelor of Science degree in General Studies. Each sequence addresses a different set of educational objectives.

The **Individualized Sequence** of the General Studies major allows a student to design, with the help of a faculty sponsor, a specialized program of study that is not offered by the University. This program is intended for the student whose specific interests cannot be accommodated within existing programs. Some topics recently chosen by students include: Classical Civilization, Agricultural Communication, Three-Dimensional Design, Human Services and Needs, International Public Administration, and Theater Management. The Individualized Sequence is often a second or auxiliary major but may be proposed as a primary major.

The **Multidisciplinary Studies Sequence** of the General Studies major, by contrast, is a broader program built around the offerings of two or more departments that may be from more than one college. It is intended for the student who is seeking a baccalaureate degree without the specialization of a traditional major. The student chooses the focus of the program, with the help of a faculty adviser, by determining the departments in which he or she wishes to pursue advanced work.

The **Arts and Sciences Sequence** of the General Studies Major is also a broad program emphasizing the offerings of two or more departments, chosen with the help of a faculty adviser. However, unlike the Multidisciplinary Studies Sequence, the coursework is primarily oriented to liberal arts and must be completed from departments in the College of Arts and Sciences.

NOTES:

1. The Multidisciplinary Studies Sequence and Arts and Sciences Sequence of the General Studies major do not prepare a student for a specific professional career or graduate field. Because of their general nature, these programs will probably require graduates to convince prospective employers or graduate schools that the students' degree preparation will enable them to succeed in a particular job or educational endeavor.
2. The General Studies major does not satisfy the requirements for teacher certification.

Procedure for General Studies Major

1. Admission to the General Studies Major (or Minor) may be requested after the completion of 15 semester hours of coursework and before the completion of 90 semester hours. Applications must be submitted during the first half of the Fall or Spring semesters.
2. Applications are available in the Academic Advisement Center, 210 Julian Hall. Applicants should select an appropriate faculty adviser. The proposed plan of study must be approved by the faculty adviser, the General Studies Major Committee, and the Associate Vice President for Undergraduate Instruction.
3. At least one-half of the coursework in the sequence must be taken after the proposal has been approved. No more than one-sixth of the coursework in the sequence may be transferred from another institution of higher education.

4. Changes in an approved plan of study must be authorized in advance. A letter outlining the proposed change, and countersigned by the faculty adviser, should be submitted to the Advisement Center. Requests for changes in more than one-sixth of the approved program constitute a new proposal and must be resubmitted subject to all the conditions of an initial application.
5. If the Individualized Sequence is a student's primary major, courses included in the approved program may not be used to meet University Studies requirements. Courses from the departments specified in the Multidisciplinary and Arts and Sciences Sequences may not be used to meet the University Studies requirements.

Requirements for General Studies Major

1. 120 semester hours.
2. Completion of University Studies requirements.
3. 42 senior-college (200 to 300-level) hours.
4. An approved plan of study from at least two departments.
5. A 2.5 cumulative GPA at the time of application.

INDIVIDUALIZED SEQUENCE

The Individualized Sequence is an interdisciplinary program that may be used to attain specific educational goals that cannot be accommodated by existing majors at Illinois State. The General Studies Major: Individualized Sequence is usually a second or auxiliary major but may be proposed as a primary major.

Students who complete the Individualized Sequence will earn a Bachelor of Arts or Bachelor of Sciences Degree and have their transcripts noted: "General Studies Major: Individualized Sequence: _____" (the theme that is specified on the plan of study). Students completing minors will have their transcripts noted similarly.

General Studies Major: Individualized Sequence Requirements

- 120-hour graduation requirement, including University Studies requirements and 42 senior-college (200 to 300-level) hours.
- Approved plan of study from at least two academic departments containing 36-55 hours.

General Studies: Individualized Minor Requirements

- Approved plan of study from at least two academic departments containing 18-24 hours.

MULTIDISCIPLINARY STUDIES SEQUENCE

The Multidisciplinary Studies Sequence is designed for the student who wishes to pursue a baccalaureate degree without the specialization required in a traditional program. The student chooses the focus of the major by determining the two or more departments around which to build the program. The departments chosen may be from more than one college. Students who complete the Multidisciplinary Studies sequence will earn a Bachelor of Arts or Bachelor of Science Degree and have their transcripts noted: "General Studies Major: Multidisciplinary Studies Sequence."

General Studies Major: Multidisciplinary Studies Sequence Requirements

- 120-hour graduation requirement, including University Studies requirements and 42 senior-college (200 to 300-level) hours.
- An approved plan of study with a minimum of 36 hours from two specified departments, including 12 senior-college hours (200 to 300-level) from each of the two departments and a maximum of 25 hours from any one of the departments.

ARTS AND SCIENCES SEQUENCE

The Arts and Sciences Sequence is designed for students wishing to pursue a baccalaureate degree with broad

specialization in the liberal arts and sciences. The student chooses the focus of the major by determining the two or more departments around which to build the program. Students who complete the Arts and Sciences sequence will earn a Bachelor of Arts or Bachelor of Science Degree and have their transcripts noted: "General Studies Major: Arts and Sciences Sequence."

General Studies Major: Arts and Sciences Sequence Requirements

- 120-hour graduation requirement, including University Studies requirements, and 42 senior-college (200 to 300-level) hours.
- An approved plan of study with a minimum of 36 hours from two specified Arts and Sciences departments, including 12 senior-college hours (200 or 300-level) from each of the two departments, a maximum of 25 hours from any one of the departments, and a total of 96 hours from Arts and Sciences departments.

ETHNIC AND CULTURAL STUDIES MINOR

No major offered. Further information: Associate Vice President for Undergraduate Instruction, Hovey 308.

NOTE: The study of ethnic groups not listed below may be arranged through the General Studies: Individualized Minor program. Students interested in pursuing work in this area should contact the Assistant Provost for Undergraduate Instruction.

ETHNIC AND CULTURAL STUDIES

- A minimum of 22 hours representing eight courses as indicated from Groups I, II, and III; at least four courses must be above the 100 level; no more than three courses may be from one department. A professional practice experience approved by the student's minor adviser and the appropriate department may be used as one course in Group I and/or Group II. An independent study course approved by the student's minor adviser and processed through the regular procedure may be used as one course in Group I and/or Group II.

Group I - Ethnic Origins

Students must complete three courses from Group I, representing at least two departments. Group I represents the origins of minority populations in the United States. The emphasis is on the culture, history, and the experience of the area from which present-day United States' minorities come and on the Native American population before the arrival of the immigrants.

Asian Americans: GEO 255; HIS 125, 373, 375; PHI 207; POS 345.

African Americans: ART 277; GEO 250; HIS 389 (History of the Sub Saharan Africa); POS 246.

Hispanic Americans: FOR 217.15, 218.15, 221.15, 242.15, 335.15; GEO 230; HIS 127, 263; IDS 110; POS 347.

Native Americans: SAS 283, 284.

Group II - The Experience of Minority Populations in the United States

Students must complete three courses from Group II, representing at least two departments. Group II represents the experience of minority populations after arriving in the United States and of the Native American population after the arrival of the whites. The focus is on the historical, cultural, political, and social experience of the group as a minority population in a largely white European dominated society.

Asian Americans:

African Americans: ART 278; ENG 165; HIS 257, 258; IDS 105; MUS 153, 154; THE 154.

Hispanic Americans: FOR 218.15.**Native Americans:** SAS 272.

General Courses: C&I 232, 312; CJS 303; PAS 389 (Oral Language of Dialect and Bilingualism.)

Group III - Ethnicity

Students must complete two courses from Group III, representing at least two departments. Group III focuses on the concept of ethnicity in a more theoretical way. It attempts to generalize from minority experiences.

Courses: C&I 110; HIS 273; SAS 264, 281, 366.

LATIN AMERICAN STUDIES

— 24 hours required for the minor.

— Required courses: Two semesters of college level Spanish or its equivalent; IDS 110 (Introduction to Latin American Studies); a planned course of study approved by the Latin American Studies adviser in which courses are elected in at least 3 fields other than Spanish. Course work may be selected from the following: AGR 100; ECO 205, 210; FOR 218.15, 242.15, 331.15, 335.15, 336.15; GEO 230; HIS 127, 263; POS 347; SAS 292; THE 375.

— This program must be planned in consultation with the Latin American Studies adviser. With the approval of the adviser, courses other than those listed above may be counted toward the minor. No more than two courses in the student's major field of study may be counted toward this minor.

WOMEN'S STUDIES

— 21 hours required for the minor.

— Required Courses: IDS 120, ENG 160, HIS 250, PHI 246.

— 9 hours of additional courses from: CJS 339, ENG 260, ENG 360, HIS 330, IDS 390, IDS 391, IDS 398, PSY 123 or SAS 123, PSY 305, SAS 264 or SAS 366, SAS 341.

UNIVERSITY-WIDE COURSES

These courses may be offered by any department of the University. Specific departmental offerings will be listed by topic or area in the *Class Registration Directory* available each semester. Student Teaching (399) for all available areas is listed separately in the *Class Registration Directory*; Professional Practice (198, 298, 398) for all available areas is listed by department in the *Class Registration Directory*.

189, 289, 389 SELECTED STUDIES 1-6

Experimental and interdepartmental courses providing content not offered within the framework of courses approved for inclusion in the Undergraduate Catalog. Descriptions of the courses offered each semester are provided in the back pages of the *Class Registration Directory* booklets.

193, 293, 393 WORKSHOP 1-6

Max of six hrs may be applied toward graduation.

Workshop opportunities are provided for the purpose of permitting students to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff. Description of the courses offered each

semester are provided in the back pages of the *Class Registration Directory* booklets.

198, 298, 398 PROFESSIONAL**PRACTICE 1-6**

Cons. dept chair. Max of sixteen hrs may be applied toward graduation. For undergraduate credit only.

Supervised work experiences in local, state, national, and international businesses, agencies, institutions, and organizations which are planned, administered, and supervised at the departmental level. University-wide coordination is provided through the Office of Professional Practice or through the Office of Clinical Experiences if the experience is in an educational agency or institution.

287 INDEPENDENT STUDY 1-6

*Max of six hrs may be applied toward graduation.
Cons. dept chair, permission of supervisor.*

Intensive work in a special area of the student's interest. Each individual project is to culminate in a comprehensive written report or examination. Open only to students who are not on academic probation and who have demonstrated an ability to profit from independent study.

291 SEMINAR: UNDERGRADUATE TEACHING ASSISTANTS 1-3

Official designation as an Undergraduate Teaching Assistant (UTA). Departmental permission.

Supervised examination of issues related to the Undergraduate Teaching Experience. Seminar requires time beyond the UTA work experience. Three hours maximum credit may be applied toward graduation.

299 INDEPENDENT HONOR STUDY 1-6

Open only to students who have achieved superior academic records and who have demonstrated an ability to profit from independent study. Max of six hrs may be applied toward graduation. Cons. inst., dept. chair, and dir. of Honors.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report or examination.

397 INSTITUTE 1-9

Federal- and state-sponsored institutes or similar short-term programs requiring treatment of subject matter of a special nature or for special groups.

399 STUDENT TEACHING 1-16 F,S

Cum GPA of 2.50 req. (C&I 253 for Elementary Education majors or C&I 263 for Early Childhood Education majors.)

High-school teaching (6-12): PSY 215 or C&I 210 and C&I 200: 6 hours or C&I 200.03 (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Special Areas (K-12): PSY 215 or C&I 210 and C&I 200: 6 hours or C&I 200.03 (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites.

Junior High/Middle School (K-9): C&I 390, minimum of 100 hours of approved pre-student teaching clinical experiences, completion of Field of Study requirements prerequisite for student teaching in areas of concentration.

Elementary Education (K-9): C&I 252, minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Specific Education (K-12): Specific courses are required in each sequence. See listing of requirements in individual sections.

vidual Special Education sequences. All sequences require the completion of a minimum of 100 clock hours of approved pre-student teaching clinical experiences.

Approval of the dept chair and the Dir of the Office of Clinical Experiences and Certification Processes.

Fifteen semester hours of coursework or equivalent at Illinois State University.

Other requirements as listed in the University-wide Teacher Education Program Requirements section of this catalog.

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. The student's transcript indicates the area in which student teaching was completed.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY COURSES

100 HUMANITIES: EUROPEAN CIVILIZATION TO 1600 6

US-2 (3 hrs), US-6 (3 hrs)

F

To be offered in even-numbered years.

An interdisciplinary course examining the relationships of European history, literature, art, and music from ancient times to the 17th century.

101 HUMANITIES: EUROPEAN CIVILIZATION SINCE 1600 6

US-2 (3 hrs), US-6 (3 hrs)

F

To be offered in odd-numbered years.

An interdisciplinary course examining the relationships of European history, literature, art, and music from the 17th century to the present.

102 HONORS COLLOQUIUM 3

May be repeated once for credit if topic is different.

Interdisciplinary, for students in Honors Program. Weekly sessions, presented by one or more specialists on the topic, explore a semester theme.

103 ENGLISH HERITAGE 4

F

Interdisciplinary survey of English civilization from the later Middle Ages to the middle of the eighteenth century.

104 BRITISH CIVILIZATION 4

US-2 S

An interdisciplinary survey of British civilization from the middle of the eighteenth century to the present.

105 CULTURAL AWARENESS AND INTERRACIAL UNDERSTANDING 3

F,S

Cons inst.

Racially balanced experiential and theoretical course for students wishing to increase awareness and understanding and to improve black/white communication.

106 CAREER CHOICE 1

F,S

Cr/No Cr only. Rec freshman only.

Introduction to theory of career decision making. Laboratory in the application of skills and strategies to individual career choices.

107 INTRODUCTION TO ASIAN CULTURES 3

F,S

A general survey of the cultures of South and East Asia covering socio-cultural foundations, language, arts, and current issues in politics, education, and business.

120 WOMEN TODAY 3

US-7

F,S

Introduction to the concerns and problems of women in today's society. Historical roots and viable alternatives to the present culture will be discussed.

187 IUS INDEPENDENT STUDY 1-3

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental and off-campus basis.

202 ADVANCED HONORS COLLOQUIUM 3

S

Jr stand or cons Dir Honors req. May be repeated once if topic is different.

Weekly sessions presented by a specialist dealing with a semester's topic for advanced students in the Honor's program.

285 HONORS UNDERGRADUATE RESEARCH I 1-3

F,S

Cons Dir Honors req. May not be repeated.

Honors student assists a faculty member on the faculty member's research project.

286 HONORS UNDERGRADUATE RESEARCH II 1-3

F,S

IDS 285 req. May not be repeated.

Continuation of IDS 285.

287 IUS INDEPENDENT STUDY 1-3

F,S

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental or off-campus basis.

390 INTERDISCIPLINARY RESEARCH IN WOMEN'S STUDIES 1-6

F,S

Proposal signed by two faculty advisers from different disciplines and approved by Coord. of Women's Studies req prior to enrollment.

391 WOMEN'S STUDY SEMINAR 1-3

Summer

May be repeated. Max 6 hrs.

Detailed study of current selected topics.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN WOMEN'S STUDIES 1-6

F,S,Summer

6 hrs of Women's Studies and cons Women's Studies coord req. May be repeated. Max 16 hrs.

Supervised work experience in local, state, national, or international businesses, agencies, institutions, or organizations focusing on women's issues.

STUDENT EXCHANGE PROGRAMS

222 NATIONAL STUDENT EXCHANGE 1-16

F,S

Soph or Jr stand and 2.5 GPA req.

Study for up to one year at another university, paying tuition and fees at ISU.

223 NATIONAL STUDENT EXCHANGE 1-16

F,S

Study for up to one year at another university, paying tuition and fees at that university.

**225 NATIONAL COLLEGIATE
HONORS EXCHANGE 1-16 F,S**

Participation in ISU Honors Program.

Honors study for one semester at another university.

STUDY ABROAD PROGRAMS

**CURTIN UNIVERSITY OF
TECHNOLOGY, PERTH, WESTERN
AUSTRALIA 12-15 F,S**

Semester/year program. A wide variety of undergraduate and graduate courses are offered for University Studies, elective, and major field credit.

**SALZBURG COLLEGE,
SALZBURG, AUSTRIA 15 F,S**

Semester/year program focusing on social sciences, humanities, and fine arts. University Studies, elective, and major field credit available. Courses taught in English.

**BRIGHTON POLYTECHNIC,
BRIGHTON, ENGLAND 12 F,S**

Semester and year-long programs exist for British Studies, Early Childhood Education, Elementary Education, and Physical Education, Recreation, and Dance. All programs are taught at Brighton Polytechnic campuses.

**CHRIST CHURCH COLLEGE,
CANTERBURY, ENGLAND 12 F,S**

Semester/year program. University Studies courses in art, history, literature, culture, and geography.

**UNIVERSITY OF GRENOBLE,
GRENOBLE, FRANCE 12-14 F,S**

Semester/year French language program including University Studies courses for non-language majors as well as upper-level courses in language, literature, and civilization for major/minor field credit.

**UNIVERSITY OF BONN,
BONN, FEDERAL REPUBLIC OF
GERMANY 12 F,S**

Semester/year program. German language program open to Juniors only. Majors or minors in German language and literature must have completed 211.13 and 213.13 before leaving for the program.

**INSTITUTE OF ITALIAN
STUDIES, FLORENCE, ITALY 12-17 F,S**

Semester/year program. Italian language, culture, civilization, art history, studio art, and fashion design. Courses offered in English. University Studies and major/minor field credit available in art and fashion design.

**NANZAN UNIVERSITY,
NAGOYA, JAPAN 15-17 F,S**

JPN 111 or equiv req.
Semester/year program. All programs begin in fall; students studying only one semester must begin in fall. A wide variety of University Studies courses are offered in English. Students must take 10 hours of intensive Japanese language.

**STIRLING UNIVERSITY,
STIRLING, SCOTLAND 15 F,S**

Semester/year program. Courses for major and minor field credit and University Studies credit are available in many departments. Students take three courses per semester, each worth five credit hours.

**UNIVERSITY OF ALICANTE,
ALICANTE, SPAIN 17 F,S**

Semester language and area studies program for students with Spanish 111 or 112 or equivalent. University Studies credit.

**UNIVERSITY OF SEVILLE,
SEVILLE, SPAIN 15 F,S**

Semester/year program. One intermediate and one advanced program are offered. The intermediate Language and Society Program is for students having completed Spanish 115 or 116 or equivalent. Focuses on language, culture, civilization. The advanced Liberal Arts Program is designed for majors and minors who have completed five semesters or more of college-level Spanish or its equivalent.





Lady Redbirds, Gateway Conference Champions 1988-89, 1989-90.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

Dean: Elizabeth Chapman, 145 Turner Hall.
 The Departments of Agriculture; Applied Computer Science; Criminal Justice Sciences; Health, Physical Education, Recreation and Dance; Health Sciences; Home Economics; Industrial Technology; and Military Science constitute the College of Applied Science and Technology. Undergraduate and graduate programs of the College are designed to prepare students for professional and/or technical positions in education, government, business and industry.

AGRICULTURE (AGR)

150 Turner, (309) 438-5654

Chairperson: Reginald D. Henry.

Tenured/Tenure-Track Faculty: Professors: Balbach, Fuess, Henry, Moore, Walker, Whitacre. Associate Professors: Chrudimsky, O'Rourke, Rosati, Webel, Winter, Wood. Assistant Professors: Tudor.

Other Faculty: Lecturers: Malone, Meyer, Orfaneedes, Raycraft, Troyer, Yiesla.

Agribusiness Program

Degree Offered: B.S.

AGRIBUSINESS MAJOR

Agribusiness Sequence

- 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics.
- Required courses: AGR 109, 110, 130, 150, 170; CHE 110 and 112 or 140; ECO 101, 102; MAT 120 (MAT 107 or competence required); ACC 131. ECO 101, 102, CHE 110, 112, and 3 hours MAT satisfy part of the University Studies requirements.
- The student must complete a minimum of 12 semester hours (within the 36 required in Agriculture) in agricultural economics courses selected from AGR 213, 214, 215, 216, 310, 313, 314, 315, 316, 318, 319, 320. AGR 295 and 396 do not count toward this major.
- The student must complete a minimum of 9 hours from the areas of Agricultural Mechanics, Agronomy, Animal Science, or Horticulture Science (in addition to AGR 130, 150, and 170).
- Non-business majors who desire to elect more than 30 hours of their coursework in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

Horticulture Sequence:

- 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics.
- Required courses: AGR 109, 110, 120, 130, 157, 260, 356; AGR 150 or BSC 192; ECO 101, 102; ACC 131; FAL 208; MAT 120 (MAT 107 or competence req); CHE 110 and 112, or 140.
- 6 hrs from AGR 252, 253, 254, 255, 352, 353, 355.
- AGR 295 and 396 do not count toward this sequence.

Agriculture Program

Degree Offered: B.S.

AGRICULTURE MAJOR

General Agriculture Sequence:

- 36 hours in Agriculture required.
- A minor or second major is required.
- Agriculture Core courses: AGR 109, 110, 130, 150, and 170.
- Additional required courses: BSC 191 or 192 or 194; CHE 110 and 112, or 140.
- At least one course in each of three of the four following specialized areas of agricultural economics, agricultural mechanics, agronomy, and animal science. AGR 295 and 396 do not count toward this sequence.

Production Agriculture Sequence:

- 55 hours in Agriculture required.
- Agriculture Core courses: AGR 109, 110, 130, 150, and 170.
- Additional required courses: AGR 157 and 171; BSC 191 or 192 or 194; CHE 110 and 112, or 140; ECO 101 or 102; MAT 107 or 110 or 120.
- Required hours in Agriculture courses: 11 in agronomy, 8 in agricultural economics, 13 in animal science, 6 in agricultural mechanics, 17 in agriculture electives. AGR 295 and 396 do not count toward this sequence.

Agricultural Science Sequence:

- 36 hours in Agriculture, and 21 hours in biological sciences, chemistry, physics, or mathematics.
- Agriculture Core courses: AGR 109, 110, 130, 150, and 170.
- At least 3 senior level hours form the Agricultural Economics area.
- Additional required courses: AGR 272 or BSC 219; ECO 101 or 102; MAT 110 or 120.
- Student must complete at least 20 hours in either animal science or agronomy. A minimum of 21 hours is required in biological sciences, chemistry, physics, or mathematics, which include BSC 192 or 194; MAT 110 or 120, and a minimum of 10 hours of chemistry (including either CHE 220 or 230). AGR 190, 295, and 396 do not count toward this sequence.

Agriculture Education Sequence:

All Agriculture Education students planning to become certified teachers must apply for and be admitted to the University Teacher Education Program (see Teacher Education Admission-Retention Program section of this catalog). A 2.5 GPA and 2.5 in the major are required for admission and retention in this sequence.

- 55 hours in Agriculture required.
- Agriculture Core courses: AGR 109, 110, 130, 150, and 170.
- Additional required courses: AGR 157, 171, 190, 120 or 252, 214, 232, 295, 396; BSC 191 or 192 or 194; CHE 110 and 112, or 140.
- Professional Education requirements: C&I 200.01 and 200.02, or 216; C&I 200.03 and 200.04; PSY 215; STT 399. Program leads to certification: Secondary 6-12.

Honors in Agriculture: The Department offers honors work in Agriculture to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study in agricultural topics of the student's own choosing with seminar-style research. Students interested in participating in the Department's honors program may secure further information by contacting the chairperson of the Department of Agriculture. The Department also offers in-course honors work in all its courses for students enrolled in the University Honors Program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

MINOR IN AGRICULTURE

- 24 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170.

Agriculture Courses

In meeting program requirements in Agriculture, the student should note that the courses are considered in areas, as follows:

- General courses: 100, 109, 198, 205, 302, 303, 398.
- Agricultural Economics: 110, 213, 214, 215, 216, 310, 313, 314, 315, 316, 318, 319, 320.
- Agricultural Education: 190, 295, 396.
- Agricultural Mechanics: 130, 231, 232, 234, 235, 240, 340.
- Agronomy: 150, 157, 250, 251, 252, 262, 263, 272, 352, 355, 357, 358, 360.
- Animal Science: 170, 171, 272, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 288, 290, 372, 373, 374, 375.
- Horticulture Science: 120, 150, 157, 252, 253, 254, 255, 260, 352, 353, 355, 356.

100 AGRICULTURE OF DEVELOPING COUNTRIES 3 US-8 F,S

Creative approaches to understanding the role of agriculture in developing countries. Analysis of agricultural problems, policies, and processes.

109 INTRODUCTION TO THE AGRICULTURAL INDUSTRY 1 F,S

The development of agriculture as an industry; contributions of agriculture to society; the technology of the industry.

110 INTRODUCTORY AGRICULTURAL ECONOMICS 3 US-5 F,S

Fundamental principles of economics applied to agriculture, agriculture finance, prices, taxation, marketing, and land use.

120 INTRODUCTORY HORTICULTURE 3 US-7 F,S

Introduction to principles and practices in development, production, and use of horticultural crops (fruits, vegetables, greenhouse, floral, turf, nursery, and landscape).

130 INTRODUCTION TO AGRICULTURAL MECHANICS 3 F

Lecture and lab.

Place of mechanics in agriculture. Examples, problems, discussions, and laboratory exercises in present and future mechanics applications.

150 INTRODUCTION TO PLANT SCIENCE 4 US-7 F

Fundamentals of plant science; importance, classification, distribution, and production practices of the major crops of the world.

157 SOIL SCIENCE 4 S

CHE 110 and 112 or equiv req. Lecture and lab.
Origin and formation, physical and chemical properties, moisture relationships, liming and fertilizing soils. Chemical and physical tests of soils.

170 INTRODUCTION TO ANIMAL SCIENCE 4 US-7 F,S

Lecture and lab.
Breeding, selection, genetics, nutrition, physiology, and production of farm animals. Fundamentals of animal science.

171 LIVESTOCK FEEDING PRINCIPLES 3 S

AGR 170 req.
Classes of feeds, nutrients, their functions in the animal body, choice of feedstuffs, and balancing of rations.

190 INTRODUCTION TO AGRICULTURAL EDUCATION 2 F

Incl Clin Exp.
Introduction to agricultural teaching profession, overview of the total agricultural program, philosophical base of education process, and teaching special-need students.

198 PROFESSIONAL PRACTICE: FARM INTERNSHIP 1-6 F,S,Summer

Maj only. Approved application req. Cr/No Cr only.
Experience in basic agricultural operations. Min 45 hrs experience/hr credit.

200 AQUACULTURE TECHNOLOGY AND MANAGEMENT 3 F

AGR 170 or BSC 191 or BSC 194 req. Lecture, laboratory, and field trips.

Scientific principles and hands-on training in commercial aquaculture with emphasis on the engineering of indoor production systems.

205 MICROCOMPUTER APPLICATIONS IN AGRICULTURE 3 F

ACS 150; AGR 110, 130, 150, and 170 req. Materials charge optional.

Introduction to microcomputer applications specific to agriculture.

213 FARM MANAGEMENT 3 F,S

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214 AGRICULTURE MARKETING 3 F,S

Markets, price-making forces, reasons for existing practices, marketing services, and cooperative marketing.

215 AGRIBUSINESS OPERATIONS 2 F,S

Procedures and methods of profitable operations used by agricultural business; lectures and discussions pertaining to the world of work by successful agribusiness leaders.

216 FARM ACCOUNTING 3 F,S

Materials charge optional.
Standard farm business accounting methods and procedures, financial measures of success, inventories, depreciation, net worth, income tax, budgeting and cash flow, and business analysis.

231 AGRICULTURAL CONSTRUCTION AND MAINTENANCE 3 S

AGR 130 req. Lecture and lab.
Selection, use, and maintenance of hand and power tools and equipment for construction and maintenance in agriculture; shop organization; shop safety.

232 AGRICULTURAL POWER UNITS AND MACHINERY	3	F
<i>Lecture and lab.</i>		
Principles of single and multiple cylinder engine operation. Selection, adjustment, operation, and maintenance of field machinery.		
234 SOIL AND WATER CONSERVATION	3	F
<i>Lecture and lab. Field trips.</i>		
Drainage, soil erosion control, water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.		
235 FARM UTILITIES	3	S
<i>Lecture and lab.</i>		
Application of electricity for light, heat, and power; principles of operation, selection, and installation of electrical equipment. Water supply and sewage systems.		
240 AGRICULTURAL POWER SYSTEMS	3	S
<i>AGR 232 req. Lecture and lab. Field trip.</i>		
Selecting, analyzing, maintaining spark-ignition and diesel tractors. Principles of hydraulics, power transmission, and electrical regulation systems.		
250 GRAIN AND SOYBEAN PRODUCTION	4	F,S
<i>AGR 150 req. Lecture and lab.</i>		
Principles of planting, cultivating, and harvesting grain and soybeans; control of diseases, insects, pests, and weeds.		
251 FORAGE CROP PRODUCTION	3	S
<i>AGR 150 req. Lecture and lab.</i>		
Characteristics, utilization, and production of principal forage plants. Recent literature in forage management reviewed.		
252 LANDSCAPE MANAGEMENT	3	F
Cultural practices and principles in the selection and care of ornamental plants for landscape and garden use. Introduction to landscape design and maintenance.		
253 FLORAL DESIGN	3	F
<i>Lectures and practice in floral designing. Materials charge optional.</i>		
Principles and practice in the design of floral arrangements. Introduction to the operation of retail florist businesses.		
254 PLANTS FOR INTERIORS	3	S
<i>Lecture and lab.</i>		
Tropical and subtropical ornamental plants grown as interior design elements. Preparation of designs which utilize these plants.		
255 LANDSCAPE PLANTS	3	F
<i>Intensive field study supplemented by lectures. Offered odd-numbered years.</i>		
Identification and landscape value of ornamental trees, shrubs, vines, and ground cover.		
260 GREENHOUSE OPERATION AND MANAGEMENT	3	S
<i>AGR 157 and either BSC 192 or AGR 150 or equiv req. Lectures and greenhouse practices. Materials charge optional. Formerly AGR 160 GREENHOUSE MANAGEMENT.</i>		
Commercial greenhouse operation and management; growth media, temperature and light factors, irrigation, fertilization, growth regulation and pest control programs.		
262 VEGETABLE CROP PRODUCTION	3	S
<i>AGR 150 or BSC 192 req.</i>		
Planting, cultivating, and harvesting vegetable crops. Organic and inorganic methods of disease, insect, and weed control.		
263 WEED SCIENCE	3	F
<i>AGR 250 or 251 or 252 req. Lecture and lab.</i>		
Practicum in crop weed identification and control. Weed collection required.		
272 AGRICULTURAL GENETICS	3	F
<i>BSC 192 or 194, AGR 170 or 150 req. Lecture and lab.</i>		
Heredity, variation, and development of domesticated plants and animals. Mendelian genetics, mutations, linkage, quantitative inheritance, and population genetics.		
274 DAIRY SCIENCE	4	F
<i>AGR 170 req. 171 rec. Lecture and lab. Field trips.</i>		
The dairy industry; breeds, selection, judging, care, and management of dairy cattle; quality milk production, milk products, and milk testing.		
275 FEEDLOT MANAGEMENT	3	F
<i>AGR 170, 171 req.</i>		
The feeding, health, and financial management of feedlot cattle, including pollution control and facility design.		
276 SWINE MANAGEMENT	3	F
<i>AGR 170, 171 req. Lecture and lab.</i>		
Breeds, care, and management of breeding herd; care and feeding of swine, selecting swine for breeding and marketing.		
277 SHEEP MANAGEMENT	3	S
<i>AGR 170, 171 req. Lecture and lab.</i>		
Breeding, feeding, and management practices essential for economical production of the farm sheep flock.		
278 BEEF COW-CALF MANAGEMENT	3	S
<i>AGR 170, 171 req. Lecture and lab. Field trips.</i>		
Beef cattle industry, economics, care, management and production skills involved in cow-calf and finishing cattle operations.		
279 POULTRY MANAGEMENT	3	F
<i>AGR 170 req. Lecture and lab.</i>		
Breeding, feeding, and management practices essential for the poultry business.		
280 LIVESTOCK SELECTION	3	S
<i>Laboratory. Field trips.</i>		
Fundamentals of livestock and dairy selection; relation to production, marketing, and showing.		
281 DAIRY CATTLE SELECTION	2	F
<i>AGR 280 req. Laboratory.</i>		
Specialized training in evaluating dairy cattle. Comparative terminology, decision-making, and presentation of oral reasons. Field trips to dairy farms.		
282 LIVESTOCK HEALTH AND DISEASES	3	F
<i>BSC 194, AGR 170 req.</i>		
Animal physiology, anatomy, sanitation, and diseases. Prevention and control of diseases of domesticated species of livestock.		
283 ARTIFICIAL INSEMINATION OF FARM ANIMALS	3	F
<i>Lecture and lab.</i>		
Principles of artificial insemination and factors affecting conception in natural and artificial breeding.		
284 LIVESTOCK PRODUCTION SKILLS	3	F
<i>AGR 170 req. Lecture and lab. Cons inst req. Field trips.</i>		
Study and mastery of skills required in livestock production and different methods and tools used to perform these skills.		

285 MEAT SCIENCE	3	S		
<i>Lecture and lab.</i>				
Comprehensive treatment of the meat industry and presentation of basic facts about one of our most important food products.				
286 BEHAVIOR OF DOMESTIC ANIMALS	3	S		
<i>AGR 170 rec.</i>				
Behavioral patterns and systems, group formations, socialization, physical environment, genetic and physiological factors as they relate to domestic animals.				
288 ADVANCED LIVESTOCK SELECTION	3	F		
<i>AGR 280 req. Laboratory. Field trips.</i>				
Judging various species of livestock in relation to their functions in the show ring and market and the presentation of oral reasons.				
290 HORSE SCIENCE	3	S		
<i>AGR 170 or documented evidence of 3 years experience with horses req.</i>				
Anatomy, physiology, nutrition, and genetics applied specifically to horses.				
295 SUMMER INTERNSHIP IN AGRICULTURAL EDUCATION	3	Summer		
<i>Adm to Teacher Ed req. Incl Clin Exp.</i>				
Experience in the profession of agricultural education in high school. Includes program planning and working with special-needs students.				
302 SPECIAL PROBLEMS IN AGRICULTURE	1-3	F,S,Summer		
<i>Maj/min in AGR or AGR Bus; 2.5 GPA req. May be repeated. Max 6 hrs.</i>				
Special work in research interests of student and staff. Projects must be approved by the staff member and the chairperson of the department.				
303 SEMINAR IN AGRICULTURE	1	F,S		
<i>Senior or grad stand req.</i>				
310 RURAL APPRAISALS	3	F,S		
<i>AGR 216 or 318 or ACC 131 rec, and an academic background in agriculture. Field trips.</i>				
Principles, procedures, and terminology for evaluating rural property; preparation of appraisal reports as currently prepared by qualified and experienced rural appraisers.				
312 ADVANCED FARM ACCOUNTING	3	S		
<i>AGR 213 and 216 req. Materials charge optional.</i>				
Advanced farm business records and analysis with emphasis on computer applications.				
313 ADVANCED FARM MANAGEMENT	3	S		
<i>AGR 213, 216 req.</i>				
Farm business decisions and their interrelationships. Examination of statics, dynamics, and uncertainty in agricultural decision-making.				
314 GRAIN MARKETING	3	F,S		
<i>AGR 214 req.</i>				
Economics and marketing problems in grain industry; emphasis on futures marketing.				
315 FINANCIAL MANAGEMENT AND ANALYSIS OF THE AGRIBUSINESS FIRM	3	F		
<i>AGR 215, MAT 120, and AGR 216 or ACC 131 or cons inst req.</i>				
Application of quantitative concepts and methods to the analysis and financial management of proprietary and cooperative agribusiness firms.				
316 LIVESTOCK MARKETING	2	S		
<i>AGR 214 req.</i>				
Economic principles applied to marketing of livestock and livestock products. Consideration given to producers, processors, and distributors.				
318 AGRICULTURAL FINANCE	3	F,S		
<i>AGR 216 or ACC 131 req.</i>				
Principles of agricultural finance including the capital requirements, the sources of credit, and the optimum uses of capital.				
319 AGRICULTURAL POLICIES AND PROGRAMS	3	F		
<i>AGR 110 req. ECO 240 rec.</i>				
History and impact of governmental intervention in agriculture. Examination of major agricultural programs, past and present.				
320 FARM COMMODITY PRICING	3	F		
<i>AGR 214 req. ECO 240 rec.</i>				
Theory and mechanics of price determination for agriculture commodities.				
340 EQUIPMENT FOR PRODUCING AND HANDLING AGRICULTURAL PRODUCTS	3	S		
<i>AGR 130 req. Lecture and lab. Field trips.</i>				
Selection, design, operation, adjustment, and maintenance of machinery and equipment used in producing, storing, and processing agricultural products.				
352 TURF MANAGEMENT	3	F		
<i>AGR 150 or BSC 192 req.</i>				
Principles and practices used in management of turfgrasses, residential and recreational turf.				
353 LANDSCAPE DESIGN AND CONSTRUCTION	3	S		
<i>AGR 252 and 255 req. Lectures and practice in landscape design. Offered even-numbered years.</i>				
Problem approach to landscape design and construction. Site surveys and analyses. Plant selection and preparation of functional designs.				
355 PLANT BREEDING	3	S		
<i>AGR 272 req.</i>				
Breeding procedures and techniques used in developing new varieties of field crops.				
356 PLANT PROPAGATION	3	S		
<i>AGR 150 or BSC 192 req. Lecture and lab. Offered odd-numbered years.</i>				
Basic principles and commercial practices involved in sexual and asexual propagation of agricultural plants.				
357 SOIL FERTILITY AND FERTILIZERS	4	S		
<i>AGR 157 req. Lecture and lab. Field trips.</i>				
Fundamental concepts of soil fertility and fertilizer manufacturing. Plant nutrition, factors affecting plant growth, soil-plant relationships, and macro- and micro-nutrients.				
358 SOIL MANAGEMENT	4	F		
<i>AGR 157. Lecture and lab.</i>				
Applications of physical and chemical properties of soils to their management.				
360 CROP CONDITIONING AND STORAGE	3	F		
<i>AGR 250 and 5 hrs CHE req.</i>				
A comprehensive study of the chemical, physical, and physiological aspects of crop conditioning and storage, with emphasis on soybeans and grain crops.				

372 LIVESTOCK BREEDING 3 S
AGR 272 or BSC 319 req. Offered even-numbered years.

Reproduction and principles of heredity and their application to livestock breeding; population genetics, inbreeding, relationship, outbreeding, and selection.

373 REPRODUCTIVE PHYSIOLOGY 3 S
AGR 170 req.

Reproduction in livestock, anatomy of the reproductive and hormonal systems, physiological and hormonal aspects of lactation.

374 DAIRY CATTLE FEEDING AND MANAGEMENT 3 S
AGR 274 req. Field trips.

Feeding and management of dairy cattle as they relate to an economic dairy farm operation.

375 ANIMAL NUTRITION 3 F
AGR 170, 171 req. Field trips. Offered odd-numbered years.

Science of animal nutrition; special attention to recent discoveries pertaining to the protein, mineral, and vitamin requirements of livestock.

380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 F,S
Also offered as BEA 380, HEC 380, and IT 305. Incl Clin Exp.

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 S
Also offered as BEA 382, HEC 382, and IT 306. Incl Clin Exp.

Coordination techniques needed for high-school and post-secondary teacher coordination in integrating classroom activities with daily employment.

396 METHODS AND PROCEDURES IN AGRICULTURAL EDUCATION 5 S
Incl Clin Exp.

Procedures in planning, conducting, and evaluating an agricultural education program; philosophical inquiry in education; teaching special-needs students.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN AGRICULTURE 1-6 F,S,Summer
Maj in any AGR program; 2.5 GPA; 8 hrs of coursework in intern area; approved application req. May be repeated. Max 6 hrs.

Supervised on-the-job experience with an agriculture firm. Forty-five hours work following an approved training program. Minimum 45 hrs experience/credit.

APPLIED COMPUTER SCIENCE (ACS)

133B Stevenson Hall, (309) 438-8338

Chairperson: Lawrence C. Eggan.

Tenured/Tenure-track Faculty: Professors: Beccue, C. Chrisman, Eggan, Hartman. Associate Professors: G. Chrisman, Omolayole, Rariden, Sanders, Swafford. Assistant Professors: Brumbaugh, Connor, Cook, Galen Crow, Doss, Kephart, Meyer, Vila, Wallace.

Other Faculty: Lecturers: Banner, Gail Crow, Hansen, Jolliff, Leseure, Moore, Plickebaum, Prault, Rathke, Stemler, Stone, Wheeler, Wiese, Woodbury.

Applied Computer Science Programs

Degree Offered: B.S.

The purpose of the Applied Computer Science (ACS) program is to provide study of concepts and experience in the application of computer and systems techniques to real world problems. The ACS major is designed to prepare professionals in such areas as data processing, computer information systems, software engineering, graphics, and technical systems. The ACS minor is intended for the user, for the person who will serve a liaison role or provide limited computer and systems support for a user group. There are two sequences in the ACS major: Computer Information Systems and Technical Systems. These sequences each require a minor or second major and 9-23 hours of *outside* requirements as specified below. (There can be substantial overlap among courses which satisfy the *outside* requirements, University Studies, and the minor.) Those students who choose a minor in the College of Business should be aware of the following policy: Non-Business majors who desire to elect more than 25 percent (30 hours) of their coursework in business must meet all College of Business requirements for graduation. These students should register for business courses beyond 30 hours in person only and with the written permission of the College of Business adviser. The course requirements are listed in the College of Business section of the catalog. Students planning to minor in ACS should be aware that they may experience difficulty in obtaining certain heavy enrollment ACS classes.

Electives within the major: The "other requirements" section of each major program can be used to tailor individual programs based on student interest and career objectives. Within the Computer Information Systems major sequence, elective course group (a) is the standard choice, directed toward the preparation of programmer/analysts in medium to large organizations. Group (b) allows a greater emphasis on analysis and design, group (c) on systems programming topics, and group (d) on micro-computer applications. Within the Technical Systems major sequence, elective course group (a) allows an emphasis on modeling and simulation; group (b) should be elected by students interested in a theoretical computer science graduate program.

Preparation for Graduate Study: Several directions are available to students who wish to prepare for graduate work. The Computer Information Systems sequence offers excellent preparation for a growing number of computer and management information system masters programs. Students interested in an MBA program should combine the CIS sequence with a business administration minor. The Technical Systems sequence should be elected by those students interested in traditional computer science graduate programs. Those interested in an operations research oriented program would select the modeling and simulation emphasis in the Technical Systems sequence, while those interested in theoretical computer science would select the computer science graduate school emphasis. Any student interested in graduate school should discuss options with an academic adviser during the junior year.

Professional Practice: Each ACS major sequence includes a *practical experience requirement* that may be satisfied by a directed project, an internship, or a CO-OP assignment. A CO-OP/internship experience is the expected way to satisfy this requirement. Three hours of ACS 391/398 are counted toward the ACS major for this experience; however, *the hours in 391/398 alone do not satisfy the practical experience requirement*. If ACS 398 is elected, the student must register for at least 6 hours. The ACS Coordinator of Professional Practice must certify in advance that the particular experience will satisfy the requirement. Application must be made at the ACS office six weeks prior to the start of the term in which the experience is to occur. Each directed project, internship, or CO-OP assignment requires the prior approval of the ACS Coordinator of Professional Practice. The 3 hours of professional practice credit counted toward the ACS major will be graded. Additional professional practice credit will be earned on a credit/no-credit basis. A maximum of sixteen hours of professional practice credit (ACS 298, 391, 398) may be applied toward graduation.

Academic Policies: The following policies apply to ACS majors:

Grades: Only courses in which the student has received a grade of C or higher may be counted toward the 38 hours required for the ACS major. A grade of C or better is required in all prerequisite courses.

Retention: In order to be retained as a major in ACS, a student must maintain a 2.5 GPA in the courses required for the major and a cumulative GPA as follows:

44 hours	2.0
45 - 59 hours	2.2
60 or more hours	2.5

NOTE: Students who have been dropped from the ACS major must meet current Change of Major admission requirements in order to be readmitted as an ACS major.

Graduation: In order to graduate with an ACS major, a student must have a 2.5 cumulative GPA as well as a 2.5 GPA in the major.

Admission Policies: A student may enter the ACS major as a new freshman, a transfer student, or as a change of major at ISU. Minimum qualifications exist in each of these categories.

Transfer students: GPA requirements for transfer student admission are the same as the student retention requirements listed above.

Change of major (within ISU): To apply for the ACS major, students should contact the department for the current Change of Major policy.

Honors in Applied Computer Science: The department offers honors work in applied computer science to highly qualified juniors and seniors. Candidates must have a 3.3 overall GPA and a 3.5 GPA in ACS. Honors requirements involve honors coursework and the preparation of a substantial research paper or the completion of a significant application project prepared under the guidance of a faculty adviser. For further information contact the ACS director of honors.

MAJOR IN APPLIED COMPUTER SCIENCE

Computer Information Systems Sequence: Designed for the student who will seek a position as a programmer/analyst or systems programmer in a commercial environment.

— 36-38 hours are required in the major.

— Program Design Core (11-13 hrs): ACS 372 and one of the following groups of courses:

- a. ACS 168, 169, 272.

b. ACS 274; either ACC 266 and 366, or 6 hrs advanced COBOL.

c. ACS 272, 274.

— System Design Core (7 hrs): ACS 363, 364.

— Practical Experience (3 hrs): ACS 391 or 398.

— Other requirements (15 hrs): ACS 278, 283, and one of the following groups of courses:

a. ACS 376, 378, and one of ACS 255, 288, 325, 344, 345, 368, 375.

b. ACS 368 and two of ACS 255, 325, 375, 376, 378.

c. ACS 288, 383, and one of ACS 325, 375, 376, 378.

d. ACS 255, 355, and one of ACS 325, 344, 345, 375, 376, 378.

A minor or second major in another department must be completed. Recommended areas are accounting, business administration, communication, economics, and mathematics.

In addition to major requirements, the following 23 hours are required: MAT 145 & 146 or 120 & 121; COM 110, 223; COM 329 or MQM 220; ACC 131; and a statistics course. While not required, ENG 249 is strongly recommended. (Depending on the minor selected, there may be substantial overlap of these courses with the minor and with University Studies.)

Technical Systems Sequence: Designed for the student interested in mathematically based commercial or engineering systems.

— 38 hours are required in the major.

— Program Design Core (13 hr): ACS 168, 169, 273, 288.

— System Design Core (4 hr): ACS 363.

— Practical Experience (3 hr): ACS 391 or 398.

— Other requirements (18 hr): ACS 278, 283, and one of the following groups of courses:

a. ACS 344, 345, 364, and one of ACS 255, 272, 325, 356, 375, ECO 333.

b. ACS 383, 385, one of ACS 255, 272, MAT 366, and one of ACS 325, 345, 356, 364, 372, 375.

A minor or second major in mathematics must be completed, including MAT 350.

In addition to the major and minor requirements, the following 9 hours are required: COM 110, 223; COM 329 or MQM 220. While not required, ENG 249 is strongly recommended. (These courses may overlap University Studies as appropriate.)

Other Programs: The ACS major is designed to serve the needs of all students who wish to apply computer and systems techniques to the solution of real world problems. As new areas are affected by the computer, students may have needs that are not met adequately by the existing sequences. Until new sequences are identified, interested students may apply to the University's General Studies Major program. Inquire at the ACS office.

MINOR IN APPLIED COMPUTER SCIENCE

Computer Information Systems Sequence: 23 hours required.

Program Design core (13 hr): ACS 372 and one of the following two sequences of courses:

a. ACS 168, 169, 272.

b. ACS 274; ACC 266 and 366, or 6 hours advanced COBOL.

System Design core (4 hr): ACS 363.

Other Requirements (6 hr): ACS 283 and one of ACS 255 or 278 or 364.

Technical Systems Sequence: 23 hours required. **Program Design core (13 hr):** ACS 168, 169, 273, 288. **System Design core (4 hr.):** ACS 363. **Other Requirements:** (6 hr): ACS 283 and one of ACS 255 or 344 or 345.

Special Applications Sequence: 24 hours required. For students interested in applying the computer in an area or

in a way not covered adequately by one of the other sequences. A program of study must be approved by an adviser from ACS and the student's major adviser before the student has completed 9 hours in computer related courses. The approved minor program must include a two-semester sequence in a high-level programming language and an appropriate systems or research methods course.

Note that COM 223 is required of all majors in that it is a prerequisite to ACS 363.

Because of limited departmental resources, it may be necessary during some semesters to restrict the number of ACS courses which non-major students may take.

Applied Computer Science Courses

140 INTRODUCTION TO THE COMPUTER

WORLD 3 US-7 F,S,Summer

Also offered as COM 140. Not for credit ACS maj/min. Materials charge optional.

A nontechnical course designed to develop effective computer users and to acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.

150 USING MICROCOMPUTER PRODUCTIVITY

TOOLS 3 US-7 F,S,Summer

Not for credit if had BEA 200. Not for cr ACS maj/min. Materials charge optional.

Introduction to typical microcomputer-based productivity tools such as word processing, spreadsheets, databases, graphics, and communications.

155.01 INTRODUCTION TO

MICROCOMPUTERS 3 US-7 F,S,Summer

Not for cr ACS maj/min, or if had 155.02 or 255. Lecture and lab. Materials charge optional.

Introduction to microcomputers and programming, with general, business, and artistic applications emphasized. BASIC programming including graphics; simple disk I/O; application software packages; comparative analysis of microcomputer systems.

155.02 INTRODUCTION TO

MICROCOMPUTERS 3 US-7 F,S

Not for cr ACS maj/min, or if had 155.01. Lecture and lab. Materials charge optional.

Introduction to microcomputers and programming, with scientific and technical applications emphasized. BASIC and machine language programming including I/O, elementary files, application software, and hardware and software evaluation.

164 INTRODUCTION TO FORTRAN

PROGRAMMING 3 US-4 F,S,Summer

C or better in MAT 107 or HS equiv req. Also offered as MAT 164. Not for cr ACS maj/min or if had ACS 273. Materials charge optional.

An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential file processing.

166 SCIENTIFIC PASCAL 3 US-4 F,S

C or better in MAT 110 or equiv req. Also offered as MAT 166. Not for cr ACS maj/min. Materials charge optional.

Introduction to Pascal language; techniques for problem solving, algorithm development, program construction, and mathematical applications.

168 STRUCTURED PROBLEM SOLVING AND THE COMPUTER 3 US-4 F,S,Summer

C or better in MAT 107 or HS equiv req. Recommended as the first course in the ACS maj.

Emphasis on structured problem solving and the development of algorithms for information processing. The PL/I language is used.

169 INFORMATION PROCESSING

USING PL/I 3 F,S,Summer

An A or B in ACS 168 or cons dept chair req. Not for cr if had ACS 274.

Programming techniques using major components of PL/I using JCL including data representation, block structure, flow of control, storage classes, consecutive file organization, subroutines, and user defined functions.

255 MICROCOMPUTER APPLICATION

AND DESIGN I 3 F,S,Summer

ACS 169 or A in ACS 155 req. Materials charge optional.

Introduction to hardware/software microcomputer architecture. Microcomputer and peripheral configurations for various applications. High-level language programming and file manipulation.

272 COBOL AS A SECOND

LANGUAGE 4 F,S,Summer

ACS 169 req. ACS 283 rec. Not for cr if had ACC 366.

COBOL language for students with substantial programming experience in another language. Emphasizes structured problem-solving and programming.

273 FORTRAN AS A SECOND

LANGUAGE 4 S

ACS 169 or ACC 266 req. ACS 283 rec. Either a B in MAT 121 or a C in MAT 145 req.

Intensive study of FORTRAN for students with programming experience. Emphasizes designing and implementing solutions to mathematically-based problems. Introduces IBM utilities and software packages.

274 PL/I AS A SECOND

LANGUAGE 4 F,S,Summer

A two-semester sequence in a high-level programming language req. Not for cr if had ACS 168, 169.

Intensive study of the PL/I language for students with previous programming experience. Emphasizes structured problem-solving and programming.

278 DATA STRUCTURES

3 F,S,Summer

ACS 169 or ACS 274 req.

Data representation and organization, structuring of data, lists, stacks, trees, queues, sorting, merging, and file organization maintenance.

283 ASSEMBLER LANGUAGE

PROGRAMMING 3 F,S,Summer

ACS 169 or equiv, or A or B in ACS 164 req.

Assembler language programming, macro language, and debugging compiler level programs via-dumps.

288 ADVANCED ASSEMBLER

LANGUAGE PROGRAMMING 3 F

ACS 283 req.

Programming techniques using major components of BAL including sequential access methods, subroutine linkage, interrupt processing, dynamic storage allocation.

298.50 PROFESSIONAL PRACTICE:

CO-OP IN APPLIED

COMPUTER SCIENCE 1-4 F,S,Summer

ACS 169 and prior approval by Prof Practice Coordinator req. Maj only. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398.

325 COMPUTER ORGANIZATION 3 F,S
ACS 283 req.

Hardware and software topics in computer organization: instructions, modalities, control units, memories, data paths, uniprocessors, and multiprocessors.

344 DISCRETE SYSTEM SIMULATION 3 F

ACS 169 or 273 or 274; MAT 121 or 146; a course in prob/stat req. Also offered as MQM 344. Materials charge optional.

Problem solving using discrete simulation languages and techniques. Applied queuing-theory, pseudo-random numbers, model verification and validation, experimental design.

345 APPLIED COMPUTER MODELING 3 S
MAT 121 or 146, ACS 164 or 168 or 273 or ACC 266 req. ACS 169 rec. Materials charge optional.

Computer-based modeling methodologies applied to complex social and natural systems. Simulation languages, system dynamics, case studies, and modeling projects.

355 MICROCOMPUTER APPLICATION AND DESIGN II 3 F,S

ACS 255 req. ACS 283 rec. Materials charge optional.

Microcomputer applications with an emphasis on basic microcomputer architecture, interfacing peripherals, machine language programming, and system software design.

356 INTRODUCTION TO COMPUTER GRAPHICS 3 F

ACS 278; MAT 147, 175 req. Materials charge optional.

Graphics Systems: hardware, software, people. Two-D and 3-D Algorithms: lines, curves, polygons, surfaces, transformations. Applications: presentation graphics, packages.

363 INTRODUCTION TO SYSTEMS DEVELOPMENT 4 F,S,Summer

COM 223 and 12 hrs in ACS req. Materials charge optional.

Development of computerized information-systems emphasizing structured systems analysis and the project team's role in organizing and controlling the development process.

364 SOFTWARE DESIGN 3 F,S,Summer

ACS 363 req. Materials charge optional.

Structured design methodologies and implementation strategies in information system software development. Emphasizes design, accurate reflection of the problem, correctness, reliability, maintainability.

368 TOPICS IN SYSTEMS DESIGN 3 F,S

ACS 363, 364 req. Materials charge optional.

Advanced topics in systems analysis, design, and development.

372 EXTERNAL DATA STRUCTURES 3 F,S,Summer

ACS 272 req. Materials charge optional.

External file design, VSAM, IBM utilities and sort/merge, basic concepts of IBM/MVS operating systems, and extensive study of JCL. Programming in COBOL.

375 INTRODUCTION TO DATA COMMUNICATIONS 3 F,S,Summer

Two-sem sequence in high-level programming language req. Materials charge optional.

Introduction to hardware and software used in data communications and networking. Network types, architectures, protocols and standards. Local area and packet networks.

376 INTRODUCTION TO ONLINE SYSTEMS 3 F,S,Summer
ACS 372 req; ACS 363 rec. Materials charge optional.

Design, development, and implementation of online system applications using CICS with studies in data communications concepts, hardware/software, man-machine interaction, networking, and distributed processing.

378 DATABASE PROCESSING 3 F,S,Summer
ACS 278, 363 req. Materials charge optional.

Database software design philosophies: hierarchical, network, relational. Study of major commercial packages. Implications for systems development and management of the information resource.

383 PRINCIPLES OF OPERATING SYSTEMS 3 S

ACS 283 req.

Functional criteria for operating system design. Job management, task management, data management, resource allocation and dump and trace facilities.

385 TOPICS IN COMPUTER SCIENCE 3 S

Jr or Sr stand req. Prerequisites vary with topic chosen.

May be repeated if content different.

In-depth study of a topic such as compiler design, artificial intelligence, programming language and digital logic design.

391 DIRECTED PROJECT IN APPLIED COMPUTER SCIENCE 1-6 F,S,Summer

ACS 364; and 372 or 355 or 288 req. ACS maj only. Not for grad cr. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398. Materials charge optional.

Team design and/or implementation of a modest-sized computer-based system in a live environment under faculty supervision.

398 PROFESSIONAL PRACTICE: IN APPLIED COMPUTER SCIENCE 1-6 F,S,Summer

ACS 363 and either ACS 272 or 288 rec. By application and prior approval of ACS Prof Practice Coordinator only. ACS maj only. May be repeated. Max 16 hrs cr in Professional Practice; max 3 hrs Professional Practice maj. ACS 398.60 on credit/no credit basis only.

398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED COMPUTER SCIENCE**398.50 PROFESSIONAL PRACTICE: COOP I IN APPLIED COMPUTER SCIENCE****398.60 PROFESSIONAL PRACTICE: COOP II IN APPLIED COMPUTER SCIENCE****CRIMINAL JUSTICE SCIENCES (CJS)**

401 Schroeder Hall, (309) 438-7626

Chairperson: Michael Charles.

Tenured/Tenure-track Faculty: Associate Professors: Charles, Cox, Morn, Smith, Weisheit, Wells. Assistant Professors: Ellsworth, Kethineni.

Other Faculty: Instructional Faculty: Assistant Professor: Guyon. Visiting Faculty: Assistant Professors: Butler, Knecht, Taseff. Lecturers: Donna, Falcone, Swan, Taylor.

Criminal Justice Sciences Programs

Degrees Offered: B.A., B.S.

The purpose of the Criminal Justice Sciences program is to provide the student with a system orientation to the field of criminal justice. Study in criminal justice involves the application of principles of criminal justice and the related behavioral and social sciences to problems and issues in the field of criminal justice. The program focuses on the building of knowledge in the areas of law enforcement, courts, and corrections from a social science perspective. Students develop a knowledge base for an in-depth understanding of human behavior and the kinds of problems and circumstances that often result in criminality. Finally, the program provides students with the opportunity to gain necessary skills in the area of interviewing, program development, community organization, planning and research to function in a professional position in the field of criminal justice.

Admission to Criminal Justice Science Major

- a. New freshmen will be classified as Criminal Justice Science majors at their request, depending on curricular enrollments in the department.
- b. ISU students who wish to change their major to Criminal Justice Sciences must have a cumulative grade point average of at least 2.4.
- c. New transfer students who did not declare Criminal Justice Sciences as their major when they applied for admission to ISU must have a transfer GPA of at least 2.4 on 4.0 scale.
- d. Adult learners and New Start students (unclassified students) will be admitted on an individual basis, depending on current enrollments in the departments.

Criminal Justice Sciences Retention Policy: Criminal Justice Sciences majors must maintain a cumulative GPA of at least 2.4 every semester. If, at any given time, a student's GPA falls below a 2.4 that student will be removed from the major and reclassified as a general student. This will be done automatically at the end of each semester. After a student is reclassified as a general student, all rights as a major are forfeited, including the right to be eligible to do the Criminal Justice Sciences internship.

Students who have been reclassified must meet regular admission requirements (i.e. 2.4 GPA) to be eligible for re-admission to the major.

The Department of Criminal Justice Sciences reserves the right to maintain a balanced enrollment.

Most Criminal Justice Sciences courses are restricted to CJS majors.

MAJOR IN CRIMINAL JUSTICE SCIENCES

- 55 hours required.
- Required courses: CJS 101, 200, 201, 207, 300, 304, 390 or 395, 398.01 (6 hours)*, 398.02 (6 hours)*.
- 22 hours of electives selected with the approval of an academic adviser. A minimum of 12 hours must be selected from ISU Department of Criminal Justice Sciences course offerings. The remaining electives must be taken from the list of recommended courses from other departments at ISU or may be appropriate transfer credit. Elective courses recommended in other departments: POS 215, 231, 281, 330, 331; PSY 131, 232, 302, 350; SAS 131, 221, 263, 264, 365, 367; SED 362; FAL 208; MQM 220, 221. Students who major in Criminal Justice Sciences must complete the following courses or equivalents: ENG 145; SAS 106; PSY 111.

*Students seeking enrollment in CJS 398.01 and 398.02 are required to attend the internship meeting in the beginning of the semester prior to the semester in which they would complete the internship (usually their last semester). The meeting will be announced and appropriate internship application forms will be made available. To be eligible, the student must have: 1) completed 90 semester hours, 2) an overall and major GPA of 2.2 at the beginning of the internship, and 3) completed all required courses. CJS 395, 398.01, and 398.02 may be waived for students who have completed one or more years of appropriate employment in a criminal justice agency, or who are situationally or academically ineligible for internship. If a waiver is granted, the student will be required to complete the equivalent number of hours of coursework (15 hours). All waivers and the 15 hours of equivalent coursework must be approved by the department's academic adviser. Students who have completed accredited corrections and/or police training may substitute this training for a portion of the internship with departmental approval. Students eligible for an internship will, with the assistance of the internship coordinator, choose an agency from a list of approved agencies. Students may also participate in out-of-state internships.

MINOR IN CRIMINAL JUSTICE SCIENCES

- 21 hours required.
- Required courses: CJS 101, 200, 201, 207, 304.
- 6 hours of electives selected, with the approval of an academic adviser, from the Department of Criminal Justice Sciences course offerings or appropriate transfer credit.

NOTE: Space in CJS courses is limited for non-majors.

Honors in Criminal Justice Sciences: The department offers honors study in Criminal Justice Sciences to highly qualified students who will pursue an individualized program of study. The honors program enables the superior student to focus on topics of the student's own choosing in close consultation with a department faculty member. In order to qualify, the student must have achieved a GPA of 3.30 or better, both overall and in the major. The student must complete an independent study worth at least 3 semester hours credit (CJS 299-Independent Honors Study) and must complete at least an additional 3 semester hours credit of in-course honors or honors-undergraduate research (IDS 285 or 286) in the department. In addition to the six hours credit for department honors, the student must also complete SAS 240 (Social Statistics) or its equivalent with a grade of B or better. Students interested in participating in the honors program should inquire about admission in the office of the Department of Criminal Justice Sciences.

Criminal Justice Sciences Courses

101 INTRODUCTION TO CRIMINAL JUSTICE SCIENCES	3	US-7	F,S,Summer
--	----------	-------------	-------------------

An analysis of the criminal justice system focusing on the police, courts, and corrections.

200 CONTEMPORARY CORRECTIONS	3	F,S,Summer
-------------------------------------	----------	-------------------

CJS 101 rec. Maj/min only or cons dept adviser.
Familiarizes students with correctional alternatives as they currently exist. Controversies and emerging trends in corrections will be considered.

201 CRIME AND BEHAVIOR 3 F,S,Summer	<i>CJS 101, SAS 106, PSY 111 rec. Maj/min only or cons dept adviser.</i>	305 RULES OF EVIDENCE FOR THE ADMINISTRATION OF JUSTICE 3	<i>CJS 101 or cons dept adviser req; POS 326 rec.</i>
Theoretical and conceptual explanations of criminal behavior.		Types of evidence, standards of proof, and legal requirements relating to the admissibility of evidence in court.	
206 FUNDAMENTALS OF CRIMINAL INVESTIGATION 3	<i>CJS 101 or cons dept adviser rec.</i>	310 CORRECTIONAL INSTITUTIONS 3	<i>CJS 101, 200, or cons dept adviser req.</i>
An intensive analysis of the criminal investigation process including information gathering and analysis, preservation of evidence, legal issues, and investigative strategies.		An intensive analysis of correctional institutions and jails focusing on management issues, inmate subcultures, and prisonization.	
207 CONTEMPORARY POLICING IN AMERICA 3 F,S,Summer	<i>CJS 101 rec. Maj/min only or cons dept adviser.</i>	322 CORRECTIONAL COUNSELING 3	<i>CJS 201 and cons dept adviser req.</i>
Survey of law enforcement, its history, police practices, functions, and related issues and concepts of contemporary police.		Development of interpersonal communication and decision-making skills for direct intervention with correctional clients.	
212 COMMUNITY-BASED CORRECTIONS 3	<i>CJS 101, 200; ENG 145, and cons dept adviser rec. Not for credit if had both COR 202 and COR 203. If had COR 202 but not COR 203, can be substituted for COR 203 for students under catalogs prior to 1982-83. If under catalog prior to 1982-83 and have had neither COR 202 or COR 203, may substitute CJS 212 and 3 hours of CJS electives, selected with departmental adviser approval.</i>	338 ALCOHOL, DRUGS, AND CRIME 3	<i>CJS 101 or cons dept adviser req.</i>
Theoretical basis, current methodology, and operations: court counselors, citizen action, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers, and probation and parole.		Analysis of the impact of alcohol and drugs on crime and the criminal justice system.	
215 JUVENILE JUSTICE 3	<i>CJS 101 req.</i>	339 WOMEN IN CRIMINAL JUSTICE 3	<i>CJS 101 or cons dept adviser rec.</i>
The processing and treatment of juvenile offenders. Examines the organization, operation, and goals of the individuals, agencies, and institutions that work with youthful offenders.		Historical and theoretical perspectives and contemporary trends concerning women and crime and processing of women by the criminal justice system.	
240 HISTORY OF CRIMINAL JUSTICE 3	<i>Crime and the American criminal justice system from the colonial period until the mid-twentieth century.</i>	340 ORGANIZED AND WHITE COLLAR CRIME 3	<i>CJS 101 or cons dept adviser rec.</i>
		Analysis of organized and white collar crime problem in America. Topics include prevalence, impact, laws, and investigative techniques.	
298.50 PROFESSIONAL PRACTICE: COOPERATIVE EDUCATION IN CRIMINAL JUSTICE 1 Summer	<i>Soph-jr stand; prior dept approval req. CJS majors only. Enrollment limited, based on availability of sites. No credit as departmental elective hours. May be repeated once.</i>	360 ISSUES IN CRIMINAL JUSTICE 1-4	<i>May be repeated once (for a maximum of six hours) if content different.</i>
Paid, supervised experiences in local, state, and federal criminal justice agencies.		A critical and analytical study of a contemporary issue or controversy in the field of criminal justice.	
300 EVALUATIVE RESEARCH OF PROGRAMS IN CRIMINAL JUSTICE 3 F,S,Summer	<i>CJS 101 req. Maj only or cons dept adviser.</i>	369 WORLD CRIMINAL JUSTICE SYSTEMS 3	<i>CJS 101 or cons dept adviser req.</i>
Analyzing research in criminal justice and systematically evaluating the process and outcome of programs in the field.		Analysis of crime and criminal justice systems of selected countries. Emphasis on England, France, Sweden, Japan, and the Soviet Union.	
303 POLICE ATTITUDES AND BEHAVIOR 3	<i>CJS 101 or cons dept adviser req.</i>	390 INDEPENDENT STUDY 3-4 F,S,Summer	<i>Overall GPA 3.0, GPA 3.0 in maj, and conc reg in 398.01 req. Cons inst and dept adviser req.</i>
Analysis of police attitudes and behavior focusing on occupational roles, police social systems, community/minority relations and police practices.		Allows senior undergraduate students registered for out-of-state internships to pursue areas of special interest independently and/or to work on special projects in lieu of CJS 395. In order to register, students must submit a proposal outlining the project they wish to pursue.	
304 CRIMINAL LAW 3 F,S,Summer	<i>CJS 101 rec. Maj/min only or cons dept adviser.</i>	395 CRIMINAL JUSTICE ADMINISTRATION 3-4 F,S,Summer	<i>CJS 101, 200, 201, 207, 300, 304, cons dept adviser, and conc reg in 398.01 req. For undergrad CJS maj only.</i>
Survey of criminal law, including development of substantive criminal law. Examination of judicial opinions related to the criminal justice process.		Aspects of organizational behavior in criminal justice agencies will be considered to enable the student to better understand on-the-job experiences.	
		398.01 PROFESSIONAL PRACTICE: CRIMINAL JUSTICE INTERNSHIP I 6 F,S,Summer	<i>Conc reg in CJS 395 or 390 and cons dept adviser req. See CJS maj reqs for enrollment limitations.</i>
		Field placement in a criminal justice related agency. Interns work with designated agency personnel and receive an overview of agency functions.	

398.02 PROFESSIONAL PRACTICE:**CRIMINAL JUSTICE****INTERNSHIP II 6****F,S,Summer***CJS 398.01 and cons dept adviser req. See CJS maj reqs for enrollment limitations.*

Intensive experience in a single criminal justice agency setting.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE (HPR)**215 Horton, (309)438-8661****Acting Chairperson:** Beverly Wilson.

Tenured/Tenure-track Faculty: Professors: Chapman, Dohrmann, Eichstaedt, Imel, Kauth, Koehler, Liverman, Wang, Weisbecker, Wilson, Workman. Associate Professors: Chapman, Chiodo, Hellweg, Henderson, Higgins, Kassing, Kirkendall, Quisenberry, Tcheng, Assistant Professors: Abshire, Brown, Draper, Goodwin, Houseworth, Little, Malik, McCaw, Morton-Kief, Pankonin, Polacek, Ricard, Sorrells, Stephens, Stumbo, Verner, Weith, Wenerstrom.

Other Faculty: Instructional Faculty: Assistant Professor: Burke. **Lecturers:** Adams, Brown, Federico, Guse, Isaacs, Johnson, Kernozeck, Leamy, Smith, Thompson-Merriman. **Honors in Health, Physical Education, Recreation, and Dance:** The Department of Health, Physical Education, Recreation, and Dance offers the highly qualified major or minor student an individualized program. Students who are interested apply for admission to the program, offering general academic qualifications. The final designation *Honors in Health, Physical Education, Recreation, and Dance* is earned by completing the program and fulfilling specific criteria. Additional information may be obtained from the chairperson of the Department of Health, Physical Education, Recreation, and Dance.

Professional Practice: Internship and cooperative education experiences are available at all levels (198, 298, 398) in Dance, Physical Education, and Recreation and Park Administration. Students may earn from 1-16 hours. No more than 16 hours may be applied toward graduation. Professional practice experiences are supervised work experiences in businesses, agencies, organizations, and institutions and are both paid and unpaid. For further information, contact the professional practice coordinator in your major.

Readmission Policy: Students who have been dropped from the department because of repeated academic probation may be readmitted after they have repeated D's and F's in courses required by their major, and when their cumulative GPA reaches 2.0 if they are in a non-teaching option or 2.5 if they are in a teaching option in dance or physical education. Students majoring in one of the sequences leading to teacher certification in dance or physical education must also meet the standards for teacher education programs described by programmatic policies for selective admission and retention.

Dance Programs

Degrees Offered: B.A., B.S.

MAJOR IN DANCE

— Minimum competency may be demonstrated by completion of theory and technique courses in the dance major/minor with a grade of C or better.

— **Dance Placement Audition:** The dance placement audition is required for all entering freshmen and transfer dance majors. The dance placement audition is held at the beginning of each semester to evaluate the present level of technique for a new student. The Dance Program faculty evaluate the student for placement into the appropriate level course.

Commercial/Studio Sequence:

- 77 hours required of which 12 satisfy University Studies requirements.
- Core Courses (35 hours): Choose 3 of 6 as determined by Dance Placement Audition: HPR 122, 122.02, 123, 123.02, 124, 124.02; 125; 161 (6 hrs); 162 (6 hrs); 163 (4 hrs); 165; 181; 260; 282; 367; 368.
- Sequence courses (18 hrs): HPR 125.02, 269 (4 hrs); 360; 362; 363 (4 hrs); 365.
- Interdisciplinary courses (12 hrs): ACC 131; MKT 230; 6 hrs from ACC 132, FAL 209, 240, 260, MQM 100, 220, 226, MKT 233, BEA 250.
- University Studies Requirements (12 hrs): ENG 101; FAL 208; ECO 101; MUS 100.
- Non-business majors who desire to elect more than 30 hours of their coursework in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with written permission of the College of Business adviser.

Teacher Education Sequence:

- 81 hours required of which 9 satisfy University Studies Requirements and 22 satisfy Professional Education requirements. Part of Entitlement programs leading to Certification: Secondary 6-12.
- Core courses (35 hours): Choose 3 of 6 as determined by Dance Placement Audition: HPR 122, 122.02, 123, 123.02, 124, 124.02; 125; 161 (6 hrs); 162 (6 hrs); 163 (4 hrs); 165; 181; 260; 282; 367; 368.
- Sequence courses (15 hrs): HPR 153.20; 360; 362 (6 hrs); 363; 365.
- Professional Education Courses (22 hours): PSY 215; C&I 200.01 and 200.02, or 216; C&I 200.03; C&I 200.04 or SED 218; EAF 228 or 231 or 235; STT 399.20 (8 hrs).
- University Studies Requirements (9 hrs): PSY 111; ENG 101; MUS 100.
- Completion of a teaching minor is required for certification in dance. A Physical Education minor is strongly recommended.

Selective Admission-Retention Policy for the Teacher Education Program in Dance

Selective Admission: All Dance Teacher Education majors planning to become certified teachers must apply for and be admitted to the university's Teacher Education Program (see Teacher Education Program section of this catalog). Upon applying for admission to the departmental Teacher Education Program, the Dance major must have verified the following:

1. Completion of HPR 162, 163, and 260.
2. Satisfactory completion of the clinical experience (participation assignment) included in HPR 260. To achieve a satisfactory rating, the student must have an overall rating of three or above on a scale of five in this experience. If this rating is not achieved, a student must participate in a second assignment.
3. Completion of a departmental application for admission to the Teacher Education Program.
4. A positive recommendation from the Dance Program Director based upon evidence of satisfactory progress from faculty teaching in the major program.

5. Students who fail to meet all requirements for admission to teacher education by established deadlines may petition through the Dance Teacher Education Coordinator for an extension of time. All petitions must be approved by the Office of CECP.

Selective Retention: In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University Teacher Education Program, must maintain a GPA of 2.5 in the major/Professional Education required courses. A student falling below the required GPA will be placed on probation for one semester. If after one semester, the 2.5 GPA has not been re-established, the student will be dropped from the University Teacher Education Program. The student may reapply for admission upon meeting all of the criteria again.
2. Satisfactory (grade of C) completion of HPR 258 (Directed Experiences in Physical Education).
3. Satisfactory recommendation from the Teacher Education Sequence Coordinator following completion of the clinical experience in HPR 258.
4. Completion of the following additional courses with a minimum grade of C: HPR 156, 157, 181, 182, 221, 241 and 282.
5. A student who has not been retained may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the Committee will either disallow the appeal or approve reinstatement on a probationary basis for a specified period of time.

Entitlements: Completion of the Teacher Certification Sequence in the 46 hour Major and the professional education requirements entitles the physical education graduate to the 6-12 secondary certificate and, the K-12 special certificate if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate if they so desire.

Graduation Requirements: All required Physical Education courses must be completed with a grade of C or better.

MINOR IN PHYSICAL EDUCATION

Elementary Physical Education Sequence: This is a teacher education program. 23 hours required. Required courses (19 hours): HPR 150.40 (or 113), 150.60, 150.80, 153.20, 156, 157, 181, 222 (or 221 or C&I 250), 225, 383 (or 382 or 386). Elective courses (4 hours): One course from HPR 252 or 253 and two courses from HPR 151.10, 151.30, 152.20, 152.30.

Secondary Physical Education Sequence: This is a teacher education program. 25 hours required. Required courses (19 hours): HPR 150.40 (or HPR 113), 156, 158, 181, 182 or 282, 241, 383 (or 382 or 386); Elective courses (6 hours): One course from HPR 252 or 253; two courses from 150.20, 150.50, 150.60, 150.70, 150.80; one course from HPR 151.10, 151.30, 152.20, 152.30; and one course from 153.10 or 153.20.

Athletic Coaching Sequence: This is a nonteaching program, not recognized as a teaching area in Illinois. 24 hours required. Required courses: HPR 150.40, 181, 207, 284; 4 hrs from HPR 210, 211, 212, 213, 214, 215; 3 hrs from HPR 182, 282, 351; 2 hrs from HPR 158, 252, 304, 349; 2 hrs from HPR 209, 253, 298.10, 306, 387. If needed,

additional courses from those listed above to complete the required 24 hours.

Athletic Training Sequence: This is a nonteaching program, not recognized as a teaching area in Illinois. This sequence meets all necessary academic requirements for certification by the National Athletic Trainers' Association. Students interested in NATA certification should consult the Athletic Training Program Coordinator in the department for further information. 24 hours required. Required courses: HPR 113 or 150.40, 180, 181, 188, 282, 284, 288, 351, 387, and 388.

Recreation and Park Administration Program

Degree Offered: B.S.

Students may obtain advising material related to Recreation and Park Administration in the Department's main office. The HPERD Academic Adviser will assist students with planning and completing an academic plan of study.

RECREATION AND PARK ADMINISTRATION COMPREHENSIVE MAJOR

- 42 hours required including the 39 hour core.
- Required core courses: HPR 170, 171, 271, 275, 298.30, 370, 375, 376, 378, 398.30.
- Additional requirement (3 hours): HPR 371.
- A second major or minor, or an individualized program by advisement is recommended.

Program Management Sequence

- 74 hours required of which 18 satisfy University Studies requirements.
- Required courses: (39 hours of core courses) HPR 170, 171, 271, 275, 298.30, 370, 375, 376, 378.30, 398.30; (6 hours of Sequence courses) HPR 276, 371.
- Interdisciplinary requirements (11 hours of additional courses) as follows: 6 hours selected from ACC 131; FAL 208; MQM 220; 323; MKT 230; 5 hours selected from approved ART, MUS, or THE (1-3 hours), and HPR (1-4 hours) activity courses.
- University Studies requirements: ENG 101; COM 110 or 123 or 223; ECO 101; POS 105; PSY 111 or SAS 106; PSY 112 or 131 or SAS 261; ACS 150.

Commercial Recreation Sequence

- 73 hours required of which 12 satisfy University Studies Requirements.
- Required courses: (39 hours of core courses) HPR 170, 171, 271, 275, 298.30, 370, 375, 376, 378.30, 398.30; (6 hours of sequence courses) HPR 277, 377.
- Interdisciplinary requirements (16 hours of additional courses) as follows: ACC 131, MKT 230, FAL 208; 6 hours selected from ACC 132; FAL 209; 240; 260; MQM 100; 220; 226; MKT 233; 1 hour selected from approved ART, MUS, THE, or HPR activity courses.
- University Studies requirements: ENG 101; COM 110 or 123 or 223; ECO 101; ACS 150.
- Non-business majors who desire to elect more than 30 hours of their coursework in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

Therapeutic Recreation Sequence

- 77 hours required, of which 12 satisfy University Studies requirements.
- Required courses: (39 hours of core courses) HPR 170, 171, 271, 275, 298.30, 370, 375, 376, 378.30, 398.30; (9 hours of Sequence courses) HPR 273, 279, 373.

— Interdisciplinary courses (17 hours of additional courses) as follows: 6 hours selected from HSC 105; HPR 181 or 182; 6 hours selected from approved PSY, SAS, SED, HPR (other than Recreation and Parks); 5 hours selected from approved ART, MUS, THE (3 hours) and HPR (2 hours) activity courses.

— University Studies requirements: ENG 101; COM 110 or 123 or 223; PSY 111 or SAS 106; ACS 150.

RECREATION AND PARK ADMINISTRATION MINOR

— 24 hours required.

— Required courses: HPR 170, 171, 271, 275, 370, 375, 376.

— 3 hours of courses selected from: HPR 273, 276, 277, 279, 371, 373, 377.

Physical Education Courses

Some sections of these courses may be restricted to HPR majors.

An optional locker and towel charge will be assessed for students in selected physical education activity courses.

100 ADAPTED ACTIVITIES AND MEDICALLY PRESCRIBED EXERCISES 1 F,S

For persons assigned by the Health Service or a personal physician. Credit/no credit basis only. May be repeated if necessary.

Medically prescribed exercises for handicapped students, faculty, and community members in need of corrective and rehabilitative programs.

101 CROSS-COUNTRY SKIING 1 S

Introduction to cross-country skiing emphasizing techniques, selection and care of equipment, safety and touring.

102 BACKPACKING 1 F

Field trip req. Materials charge optional.

Introduction to backpacking including the basic techniques and knowledge necessary for hiking and surviving in the outdoor environment.

104 NEUROMUSCULAR RELAXATION 1 F,S

The study and practice of neuromuscular relaxation as a method of recognizing and controlling tension. The Jacobson progressive relaxation technique will be employed.

105 BADMINTON I 1 F,S

Not for credit if had HPR 150.20.

Introduction to the basic strokes and strategies of badminton. Tournament play in singles and/or doubles.

106.02 BASKETBALL II 1 F,S

Development of intermediate and advanced skills and strategies of basketball.

107 WALK/JOG/RUN 1 F,S

Walking, jogging, and running as modes for developing and/or maintaining physical fitness.

108 BILLIARDS I 1 F,S

Materials charge optional.

Basic shooting techniques with focus on stance, bridge and cue ball contact. Experience in games of Basic Pocket Billiards, Rotation and Eight Ball.

108.02 BILLIARDS II 1 F,S

HPR 108 or intermediate playing ability req. Materials charge optional.

Development of complex skills such as Caroms, Banks, and combination shots. Emphasis on spin, and the application of English.

110 WEIGHT CONTROL 1 F,S

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

112 BOWLING I 1 F,S

Not for credit if had HPR 150.30. Materials charge optional.

Development of basic skills and knowledge for the non and beginning bowler.

112.02 BOWLING II 1 F,S

HPR 112 or intermediate skill in bowling req. Materials charge optional.

Development of more consistency with strikes and spares, an understanding of taps, lane conditions, ball tracks. Participation in a variety of tournaments.

113 PERSONAL FITNESS 3 US-7 F,S

Not for credit if had HPR 150.40. Materials charge optional.

The development of a personalized, comprehensive fitness program based on knowledge and understanding of the specific effects of exercise.

114 NAUTILUS CONDITIONING 1 F,S

Basic techniques and knowledge necessary to increase muscular strength through the use of nautilus resistive isotonic exercise equipment.

119 GOLF I 1 F,S

Not for credit if had HPR 150.50.

A basic course in golf designed for the beginner or high handicap golfer.

119.02 GOLF II 1 F,S

HPR 119 or evidence of intermediate skills in golf req.

Designed for experienced or low handicap player. Refinement of basic and advanced strokes. Development of game and course strategy.

126 AEROBIC DANCE 1 F,S

Introduction to aerobic dance designed to develop and improve strength, flexibility, and cardiovascular endurance.

127 SWIMMING I-BEGINNING 1 F,S

Materials charge optional.

For non-swimmers and fearful swimmers with no basic swimming skills. Instruction in adjustment skills and basic techniques of safety and swimming.

127.02 SWIMMING II-INTERMEDIATE 1 F,S

Materials charge optional.

For swimmers with limited skills. Emphasis on basic strokes and introduction to basic diving techniques.

127.03 SWIMMING III-ADVANCED 1 F,S

Materials charge optional.

For moderately skilled swimmers to develop and refine strokes and related aquatic skills.

127.01 AQUATIC FITNESS 1 F,S

May be repeated once. Ability to swim not req.

Shallow water aerobic exercise and/or lap swimming programs to develop and maintain physical fitness.

131 LIFE SAVING 2 F,S

American Red Cross Swimmers or Advanced Swimmers skill level req. Completion meets Red Cross cert reqs. Certificate may be purchased from ARC.

For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures.

132 WATER SAFETY INSTRUCTORS COURSE	2	F,S	150.20 BADMINTON (Maj/Min)	1	F,S
<i>Current American Red Cross Life-Saving Certificate req.</i>			Introduction to the basic strokes and strategies of badminton. Emphasizes teaching strategies and class organization utilized in badminton.		
Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross-Water Safety Instructor certification.					
133 SELECTED ACTIVITIES	1	F,S	150.40 FITNESS & CONDITIONING (Maj/Min)	1	F,S
Selected beginning and/or intermediate activities offered as experimental programs.			<i>Materials charge optional.</i>		
136 VOLLEYBALL I	1	F,S	An individualized approach to the development of cardio-respiratory fitness based upon an understanding of the specific effects of exercise.		
<i>Not for credit if had HPR 151.30.</i>					
Basic skills, rules, and strategies involved in the game of volleyball, and application in tournament play.					
136.02 VOLLEYBALL II	1	F,S	150.50 GOLF (Maj/Min)	1	F,S
<i>HPR 136 or intermediate skill in volleyball req.</i>			Presentation of basic skills and knowledges in golf methods and procedures for golf teaching.		
Advanced knowledges, skills, and strategies of the game of volleyball, and application in a competitive situation.					
137 SOCCER	1	F	150.60 GYMNASTICS (Maj/Min)	1	F,S
<i>Not for credit if had HPR 152.30.</i>			Instruction in the basic skills and techniques of various gymnastics events with emphasis on spotting and teaching strategies.		
Basic skills, rules, and strategies necessary for game play. Fundamentals emphasized with application in competitive play.					
139 GYMNASTICS I	1	F,S	150.70 TENNIS (Maj/Min)	1	F,S
<i>Not for credit if had HPR 150.60.</i>			Introduction to the basic strokes and knowledge of tennis. Emphasizes teaching strategies and class management utilized in tennis.		
Basic elements in floor exercise, vaulting, balance beam, and uneven bars for women and basic elements in floor exercise, pommel horse, rings, vaulting, and parallel bars for men.					
140 FENCING I	1	F,S	150.80 TRACK AND FIELD (Maj/Min)	1	F,S
Fundamentals of fencing, bouting, directing, and judging a bout.			Instruction in the basic skills and techniques of various track and field events. Techniques of teaching will be presented.		
142 TENNIS I	1	F,S	151.10 BASKETBALL (Maj/Min)	1	F,S
<i>Not for credit if had HPR 150.70.</i>			Development of fundamental basketball skills with emphasis on selected teaching progressions, drills, and strategies.		
Introduction to basic strokes and beginning strategy of tennis. Tournament play in singles and/or doubles.					
142.02 TENNIS II	1	F,S	151.20 SOFTBALL (Maj/Min)	1	F,S
<i>HPR 142 or equiv skills req.</i>			Development of fundamental softball skills and strategies. Emphasis on class organization, teaching progressions, and indoor activities.		
Introduction to intermediate strokes and review of basic strokes. Emphasis on doubles play.					
143 TUMBLING I	1	F	151.30 VOLLEYBALL (Maj/Min)	1	F,S
An introduction to the basic skills of tumbling. Includes rolls, balance, and springs. Development of tumbling routines.			Basic skills and strategies involved in the game of volleyball, and application in game play. A teaching progression is emphasized.		
146 MILITARY PHYSICAL CONDITIONING	1	F,S	152.20 FLAG FOOTBALL (Maj/Min)	1	F,S
<i>May be repeated, max 4 hrs. Restricted to MSC students.</i>			Development of basic skills and strategies. Selected organizational and instructional procedures appropriate for teaching flag football.		
Practical experience in the structure, techniques, and conduct of military physical conditioning to develop total fitness and leadership ability.					
147 WEIGHT TRAINING	1	F,S	152.30 SOCCER (Maj/Min)	1	F
Basic knowledge and concepts of use of resistive exercises to increase muscular strength and endurance. Participation in an individual weight program.			Basic skills, rules and strategies for game play; safety; selected organizational and instructional procedures appropriate for teaching soccer.		
148 WRESTLING	1	F,S	153.10 SOCIAL DANCE (Maj/Min)	1	F,S
<i>Not for credit if had HPR 150.90.</i>			Basic couple movement concepts, fundamentals and techniques of social dance, and teaching methods.		
Instruction in basic neuromuscular skills necessary for participation in wrestling. Knowledge of various styles of wrestling.					
149 FLAG FOOTBALL	1	F	153.20 FOLK AND SQUARE DANCE (Maj/Min)	1	F,S
<i>Not for credit if had HPR 152.20.</i>			Basic skills and knowledges of folk and square dance. Class organization, selected techniques of teaching and assessment of skills included.		
Development of fundamental football skills and strategies needed for game of flag football.					
156 DIMENSIONS OF HUMAN MOVEMENT	2	F,S	<i>Materials charge optional.</i>		
<i>Introduction, understanding, and appreciation of discipline of human movement, and its relationship to career options in physical education.</i>					

157 MOTOR BEHAVIOR 2 F,S
HPR 156 or cons inst req. Formerly BIOSCIENTIFIC PERSPECTIVES OF HUMAN MOVEMENT. Materials charge optional.

The study of human movement throughout one's total life span as it is delineated by innate and environmental factors.

158 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION 3 F,S
Incl Clin Exp.

Introduction to planning and teaching physical education. Includes lesson planning, practice of teaching skills through micro teaching, peer teaching, analysis of teaching.

159 OFFICIATING 1 F,S
May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area.

Instruction, practice, and examination of officiating or judging techniques for the following sports; FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball, or swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, or tennis.

180 FIRST AID 2 US-7 F,S
Materials charge optional. Certificate may be purchased from ARC.

Accident prevention and action to be taken in cases of accident and sudden illness in the home, school, and community. Students successfully completing this course will have an opportunity to receive certification in Red Cross Standard First Aid. Instruction in CPR techniques and opportunities for certification in CPR is also provided.

181 HUMAN ANATOMY AND PHYSIOLOGY 3 F,S
Lecture and lab.

Gross structure and physiology of the human body; particular attention to the locomotor system.

182 HUMAN ANATOMY AND PHYSIOLOGY 3 F,S

Emphasis on the nervous, circulatory, respiratory, and digestive systems.

188 BANDAGING, TAPING, AND TRAINING ROOM MANAGEMENT 2 F,S
Cons Athletic Training Coord req. Materials charge optional.

Supervised laboratory practice in bandaging and taping procedures used in athletic training. Training room budget and administration is addressed.

206 FITNESS INSTRUCTOR PREPARATION 3 F,S
HPR 113 or 150.40; 181; 182 or 351 req.

Development of roles and responsibilities of fitness instructor in exercise programs for people with controlled disease or without disease.

207 THE COACH IN ORGANIZED SPORTS AND ATHLETICS 2 F,S
Formerly THE COACH IN INTERSCHOOL ATHLETICS.

An introduction to interschool athletic programs including basic philosophy, governing organizations, administrative duties of coaches and direct coaching responsibilities.

209 SPORTS SAFETY 3 S

Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.

210 BASEBALL COACHING 2 F,S
HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.

The theory and coaching of baseball essential to the professional preparation of those interested in coaching: history, philosophy, techniques, and fundamentals.

211 BASKETBALL COACHING 2 F,S
HPR 207 or previous experience as a player or youth coach or cons inst req. Soph standing req.

A course for professional preparation of coaches of basketball. Included are history, philosophy, techniques, and tactics of basketball.

212 FOOTBALL COACHING 2 F
HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.

Theory and techniques of basic offensive and defensive football. The history, development of trends, modern innovations are included.

213 TRACK AND FIELD COACHING 2 S
HPR 207 or previous experience as a player or a youth coach or cons inst req. Soph stand req.

Understanding and application of various training methods and coaching techniques in track and field events.

215 VOLLEYBALL COACHING 2 F
HPR 207 or previous exper as a player or youth coach or cons inst. Soph stand req.

Techniques and methods of coaching volleyball, including teaching techniques, conditioning, strategies, practice situations, and management techniques.

221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM 3 F,S
Incl Clin Exp. Materials charge optional.

Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory sessions in activities.

222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER 2 F,S

Not for credit maj. No credit if in Elem Ed Core program. Incl Clin Exp.

Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory sessions in activities.

225 MOTOR DEVELOPMENT OF CHILDREN 3 F
Incl Clin Exp.

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION 4 F,S
C&I 200 (2-4 hours), C&I 216 or conc reg req.

Development and administration of secondary physical education programs. Concepts and techniques of evaluation appropriate for the program and the learner in physical education.

252 CULTURAL PERSPECTIVES OF HUMAN MOVEMENT 2 F,S
HPR 156 or cons inst req. Materials charge optional.

Interrelationship of selected historical, philosophical, and sociological human movement concepts which have significance for physical education.

253 PSYCHOLOGICAL PERSPECTIVES OF HUMAN MOVEMENT 2 F,S
HPR 156 or cons inst req.

Socio-psychological variables and selected aspects of learning as they pertain to human movement experiences.

258 DIRECTED EXPERIENCES IN PHYSICAL EDUCATION 2 F,S
Department pre-enrollment req. Student must have 2 consecutive hours between 8 a.m.-3 p.m. (e.g., 9-11 a.m.) free daily. HPR 158, 221, or conc reg req. Adm to Teacher Ed req. Incl Clin Exp. Materials charge optional.

Arranged clinical experience assignment that includes observation, participation, and teaching in an elementary physical education program. Class meets regularly twice a week as a seminar.

282 KINESIOLOGY 3 F,S
HPR 181 req. Lecture and lab. Materials charge optional.

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

284 INTRODUCTION TO ATHLETIC INJURIES 3 F,S
HPR 181 or cons inst req. Formerly HPR 384.

Emphasis upon responsibilities, limitations, liabilities, taping and bandaging, evaluation, prevention, and treatment of athletic injuries.

288 THERAPEUTIC MODALITIES AND REHABILITATION 2 F
HPR 181 and 188, or cons Athletic Training Coord, req.

Theory and application in the use of therapeutic modalities in athletic training and in rehabilitation of athletic injuries.

295 HONORS SEMINAR 1 F,S
 Introduction to independent honors study; identification and definition of problems; selected methods for problem solving; use of library resources.

298.10 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION EXPERIENCE IN PHYSICAL EDUCATION, SPORTS AND ATHLETICS 2 F,S
Jr stand, 2 upper-level courses in phys ed. May Incl Clin Exp in selected school activities. Formerly 298 PRATICUM EXPERIENCES IN PHYSICAL EDUCATION.

A professional practice experience in community sites for non-teacher certification majors. May include coaching experience in public schools for coaching minors. Periodic seminar meetings.

304 TEACHING OF SPORTS 3 F
 Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.

306 PSYCHOLOGY OF SPORT 3 F,Summer
 Psychological principles and concepts applied to sport situations and to individuals involved with sport activities.

317 SOCIOLOGY OF SPORT 3 S
Also offered as SAS 317.

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups and collective behavior.

349 APPLIED MOTOR LEARNING 3 S
 Perceptual motor development and performance. Application of research, learning theories, and assessment tools; maturational, perceptual and performance factors.

351 EXERCISE PHYSIOLOGY 3 F,S
HPR 181, 182 req.

Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.

352 BIOMECHANICS OF HUMAN MOVEMENT 3 F,S
HPR 282 or cons inst req. PHY 108, MAT 108 rec. Materials charge optional.

Amplification of kinematics, including kinetics of human movements; introduction to high-speed cinematography, biomechanics instrumentation and computer analysis.

353 ELECTROCARDIOGRAPHY 1 F,S
HPR 182 or cons instr req.

Relationships of electrocardiographic complexes to the anatomy and physiology of the heart under selected conditions of health, disease, and exercise.

378.10 SEMINAR IN PROFESSIONAL PRACTICE 2 F,S
HPR 298.10 or 298.30, Sr stand req. Formerly HPR 278 SEMINAR IN INTERNSHIP.

Orientation to the expectations and problems encountered in senior professional practice in physical education, sports, and athletics. Formal application and placement of professional practice students.

382 SENSORY MOTOR EDUCATION FOR THE MENTALLY HANDICAPPED 3 F,S
Incl Clin Exp.

Physical education methods for students with mentally handicapping conditions, including assessment, program writing, teaching techniques, and evaluation.

383 ADAPTED PHYSICAL EDUCATION 3 F,S
HPR 181 or BSC 181 req.

Handicapping conditions and methods, materials, and activities for adapted physical education programs in pre-school, elementary, secondary, and self-contained schools.

385 PHYSICAL DEFECTS: SURVEY AND REHABILITATION 3 F,S
BSC 381 or HPR 282 req. Also offered as SED 385. Lecture and lab. Incl Clin Exp.

Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.

386 PHYSICAL EDUCATION FOR THE PHYSICALLY HANDICAPPED 3 F
Cons inst if not HPR maj. Incl clin exp.

Methods for assessing motor and manipulative competencies, designing prescriptive programs, techniques for teaching motor and fitness skills to persons with orthopedic and sensory impairments.

387 ADVANCED ATHLETIC INJURIES 3 S
HPR 284 req.

Concentrated study of specific athletic injury problems; attention given to nutrition, drugs, conditioning and rehabilitation.

388 EVALUATION OF ATHLETIC INJURIES	2	S
<i>HPR 181 and 188, or cons Athletic Training Coord req. Not for grad cr.</i>		
The study and practice of techniques used when evaluating athletic injuries ranging from minor to life-threatening trauma.		
398.10 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION IN PHYSICAL EDUCATION, SPORTS AND ATHLETICS 1-14		
<i>F,S,Summer HPR 298.10 or 298.30, 378.10; 2.2 GPA, Sr stand. Jointly planned and supervised internship/cooperative education experience under the guidance of professionally qualified personnel from business, industry, government, and other agencies and organizations and University faculty supervisors.</i>		
Dance Courses		
120 RECREATIONAL DANCE FORMS	1	F
<i>Not for credit if had HPR 153.20.</i>		
An introduction to beginning principles and techniques of square dance, social dance, and folk dance.		
122 MODERN DANCE I	1	US-6 F,S
An introduction to modern dance through technique, improvisation, and composition.		
122.02 MODERN DANCE II	1	US-6 F,S
<i>HPR 122.</i> Continuation of 122 with emphasis on technique.		
123 BALLET I	1	US-6 F,S
An introduction to the techniques and principles of classical ballet.		
123.02 BALLET II	1	US-6 F,S
<i>HPR 123 or cons inst req.</i> Continuation of 123.		
124 JAZZ DANCE I	1	F,S
An introduction to the techniques and styles of jazz dance.		
124.02 JAZZ DANCE II	1	F,S
<i>HPR 124 or conc reg, or cons inst.</i> Continuation of 124.		
125 TAP DANCE I	1	S
An introduction to the techniques and styles of tap dance.		
125.02 TAP DANCE II	1	S
<i>HPR 125 or conc reg or cons inst req.</i> Continuation of HPR 125.		
161 INTERMEDIATE JAZZ DANCE	3	F,S
<i>HPR 124 and 124.02 or cons instr req. May be repeated max 6 hours.</i> Intermediate techniques and theory of jazz dance.		
162 INTERMEDIATE MODERN DANCE	3	F,S
<i>HPR 123.02 or cons inst. May be repeated max 6 hrs.</i> Intermediate techniques and theory of modern dance.		
163 INTERMEDIATE BALLET	2	F,S
<i>HPR 123.02 or cons inst. May be repeated max 6 hrs.</i> Intermediate ballet technique and theory.		
164 DANCE FOR THE ELEMENTARY SCHOOL	2	S
Rhythmic elements, patterns, skill in teaching creative and traditional activities for elementary school children.		

165 DANCE COMPOSITION I	2	F
<i>HPR 162 or 163 or conc reg.</i> Theory and practice in spatial, temporal, and dynamic design applied to choreography.		
169 DANCE PRACTICUM I		
<i>Successful audition for the University Dance Theatre. Conc enroll dance technique course req. May be repeated max 10 hours (5 hrs may be counted toward dance maj).</i>		
Practical experience in the areas of rehearsal, choreography, production, and performance.		
260 SPECIAL METHODS IN DANCE I		
<i>Adm to Teacher Ed req for Teacher Ed sequence. Incl Clin Exp.</i>		
Basic principles and techniques of teaching dance in schools, studios, and agencies; planning lessons and teaching in selected dance activity classes.		
266 NOTATION I	3	S
Fundamentals of Labanotation or other notation systems; the reading and recording of step patterns and gestures.		
268 DANCE ACCOMPANIMENT	2	F
Principles and techniques of accompaniment. Introduction to rhythmic analysis, sound production, and an historical overview of musical styles.		
269 SPECIAL TOPICS IN DANCE 1-3		
<i>May be repeated max 6 hours.</i> Intensive study of selected dance forms, styles, or repertoires.		
295 HONORS SEMINAR	1	F,S
Advanced readings and critical discussion of dance with broad areas of concern in social, cultural, philosophical, and scientific bases.		
357 DANCE FOR CHILDREN	2	F
<i>HPR 162 req.</i> Methods and materials in traditional and creative activities; interrelationships of dance with other arts.		
360 SPECIAL METHODS IN DANCE II		
<i>C&I 200.01, 200.02, 200.03 req (Teacher Ed Sequence). HPR 260 or cons inst. Incl Clin Exp.</i>		
Supervised clinical experiences in teaching dance to secondary school and studio populations; selection of materials and instructional strategies for these groups.		
362 ADVANCED MODERN DANCE	3	F,S
<i>HPR 162 or cons inst req. May be repeated, max 6 hrs. No more than 3 hrs may be counted toward the masters degree reqs.</i>		
Intermediate-advanced techniques and theory of modern dance.		
363 ADVANCED BALLET	2	F,S
<i>HPR 163 or cons inst. May be repeated, max 6 hrs. Formerly HPR 165.</i>		
Intermediate-advanced ballet technique and theory.		
364 DANCE ADMINISTRATION AND CURRICULUM DESIGN	3	F
Techniques for the curriculum, development, evaluation, and administration of dance in public schools, studios, and community agencies.		
365 DANCE COMPOSITION II	3	S
<i>HPR 165 or cons inst req.</i> Continued development of theoretical concepts of choreography with emphasis on form and group compositions.		

366 HISTORY AND PHILOSOPHY OF DANCE I 3

History, philosophy, and development of dance as a social and cultural medium from primitive times through the 16th century.

367 HISTORY AND PHILOSOPHY OF DANCE II 3

History, philosophy, and development of dance from the 17th century to the present.

368 PRINCIPLES OF DANCE PRODUCTION 3

Principles of public relations, publicity, costuming, lighting, and management used in producing dance performances.

369 DANCE PRACTICUM II 3 F,S

An intensive experience in the design and development of a choreographic project culminating in dance performance.

398.20 PROFESSIONAL PRACTICE:**INTERNSHIP/COOP****IN DANCE 1-14**

F,S,Summer

HPR 360, either 362 or 363, and 364, Sr Stand, 2.2 GPA req.

A supervised internship under the guidance of professionally qualified personnel from dance companies, studios, agencies, and University faculty supervisors.

Recreation and Park Administration Courses

115 OUTDOOR LIVING SKILLS 1 F,S

Techniques in skill development for successful living in the out-of-doors.

170 INTRODUCTION TO LEISURE AND RECREATION 3 F,S

Nature, scope, and significance of recreation and leisure. Introduction to the professional areas of recreation and leisure delivery systems.

171 RECREATION LEADERSHIP 3 F,S

HPR 170 or conc reg req. Fieldwork req.

Leadership skills in recreation, conducting and developing activities; utilizing group facilitation techniques.

175 LEISURE IN SOCIETY 3 F,S

Introduction of leisure in historical and contemporary perspectives. Relationships between leisure and other societal institutions. Determinants of leisure behavior.

271 RECREATION PROGRAMMING (MAJ/MIN) 3 F,S

HPR 171 req. Materials charge optional.

Comprehensive recreation program design including planning, organizing, promoting, and evaluating programs in a variety of leisure service delivery systems.

273 INTRODUCTION TO THERAPEUTIC RECREATION 3 F

HPR 271 or cons inst req.

Foundation concepts of therapeutic recreation including history, social issues, professional issues, and basic program design.

274 LEISURE SERVICES FOR THE AGING 3 S

Role of leisure services as related to understanding and working with older adults. Emphasis on recreation programming as a mode of treatment.

275 PLANNING AND DESIGN OF RECREATION FACILITIES 3 F,S

HPR 271 req. Materials charge optional.

Techniques and principles of site planning, design, and development of facilities in parks and recreation settings.

276 COMMUNITY RECREATION 3 F,S

HPR 171 or cons instr req. Materials charge optional.

Overview and investigation of the practices, strategies, and analysis of community-based leisure service delivery systems.

277 COMMERCIAL RECREATION AND TOURISM 3 F

Materials charge optional.

Study of development, management, and future of profit-motive recreational agencies emphasizing employment possibilities.

279 PRINCIPLES OF THERAPEUTIC RECREATION 3 S

HPR 273 or cons inst req. Formerly CLINICAL ASPECTS OF THERAPEUTIC RECREATION.

Basic competencies in therapeutic recreation services, including comprehensive program design, treatment approaches, and treatment plan preparation.

295 HONORS SEMINAR 1 F,S

Advanced readings and critical discussion of recreation with broad areas of concern in social, philosophical, and scientific bases.

298.30 PROFESSIONAL PRACTICE: INTERNSHIP AND COOPERATIVE EDUCATION IN RECREATION AND PARK ADMINISTRATION 2 S,Summer

HPR 271 or cons inst req. Jr. stand rec. Formerly 298.01 PROGRAM PRACTICUM.

Application of knowledge and skills in recreation programming to practical situations within a leisure service delivery system.

359 CAMP LEADERSHIP PRACTICUM WITH THE DISADVANTAGED CHILD 3 Summer

Cons inst req. Students are required to live at the camp during the practicum.

Practical experiences in camp counseling and administration in a resident group setting with disadvantaged children.

370 RECREATION FOR SPECIAL POPULATIONS 3 F,S

Materials for leadership techniques for conducting recreation for special groups, including mental and physically handicapped, aged, juvenile delinquents, armed forces, prisons, and hospitals.

371 OUTDOOR RECREATION 3 F

Formerly PARK AND RESOURCE MANAGEMENT.

Overview of outdoor recreation concepts and management principles.

372 CAMP LEADERSHIP PRACTICUM WITH PHYSICALLY HANDICAPPED 3 Summer

Cons chair SED and chair HPR req. May be repeated.

Counseling experience in a summer camp for physically handicapped children. Conferences on planning of daily activities, equipment, and general program.

373 LEISURE EDUCATION AND FACILITATION TECHNIQUES 3 S

HPR 273 or cons instr req.

Advanced study of leisure education models and concepts; application and understanding of facilitation techniques in therapeutic recreation services.

374 PROFESSIONAL ISSUES IN THERAPEUTIC RECREATION 3 F

HPR 273 or 279 or cons instr req.

In-depth investigation of contemporary professional issues and their relationship to current and future development of therapeutic recreation services.

375 RECREATION AND PARK ADMINISTRATION 3 F,S

HPR 271 req; HPR 298.30 rec. Materials charge optional.

Administrative/management functions in the operation of organized recreation and leisure delivery systems.

376 EVALUATING AGENCY SERVICES 3 F,S

HPR 271 or cons inst req. Not for graduate credit. Materials charge optional.

Use and methods of evaluation, including conceptualization, implementation and report preparation, with application to leisure service delivery systems.

377 PRACTICES AND ISSUES IN COMMERCIAL RECREATION 3 S

HPR 277 req. Not for graduate credit. Materials charge optional.

Analysis of selected practices, issues, and current trends confronting commercial recreation business enterprises.

378.30 SEMINAR IN PROFESSIONAL PRACTICE 2 F,S

HPR 298.10 or 298.30, Sr stand req.

Orientation to the expectations and problems encountered in senior professional practice in recreation and park administration. Formal application and placement of professional practice students.

379 ACCOUNTABILITY IN THERAPEUTIC RECREATION SERVICES 3 S

HPR 273 or 279 or cons instr req.

Analysis of components and factors affecting comprehensive program design, including planning, implementation, documentation, and evaluation of therapeutic recreation services.

380 ASSESSMENT IN THERAPEUTIC RECREATION 3 F

HPR 273 or 279 or cons instr req.

Advanced study of assessment; including measurement properties, methods, techniques, and procedures, selection of appropriateness for therapeutic recreation service delivery.

398.30 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION

IN RECREATION AND PARK ADMINISTRATION 1-14 F,S,Summer

HPR 378, 2.2 GPA for ISU coursework req. Formerly 398 INTERNSHIP IN RECREATION AND PARK ADMINISTRATION.

Supervised in-service practice under the guidance of professionally qualified personnel in leisure service agencies and University faculty.

HEALTH SCIENCES (HSC)

103 Moulton Hall, (309) 438-8329

Chairperson: Roger B. Weller.

Tenured/Tenure-track Faculty: Distinguished Professor: Nolte. Professors: Budig, Dorner, Spencer. Associate Professors: Corsaut, Kasa, Waishwell, Weller. Assistant Professors: Bierma, Douglas, Gruber, Kneller, Koch, Russelmann, Waterstraat.

Other Faculty: *Lecturers:* Anderson, Dilley, Hanks, Keyser, Nadakavukaren, Witthoeft.

Environmental Health Programs

Degree Offered: B.S.

MAJOR IN ENVIRONMENTAL HEALTH

- 43 hours in HSC required.
- Required courses (28 hours): HSC 204, 245, 247, 248, 252, 254, 257, 258, 355.
- Professional Practice: 398.01 or 398.51 (9 hours).
- Additional requirements (43 hours): ENG 101, 145; COM 110; MAT 107, 108; BSC 160; CHE 140, 141, 220; PHY 105; SAS 106; HPR 182.
- Additional courses (11 hours) appropriate for development of a concentration in General Environmental Health, Industrial Hygiene, Institutional Hygiene, or Food Protection chosen in consultation with faculty adviser from the following: HSC 150, 171, 246, 249, 287, 294, 350, 351, 359, 370, 378; BSC 294, 361, 383; CHE 215, 280; ENG 249; HPR 181.

MINOR IN ENVIRONMENTAL HEALTH

- 28 hours required as follows: BSC 160; CHE 110, 112; HSC 150, 155, 245, 248, 294; MAT 109 (or 107 and 108). **NOTE:** HSC 288, plus one course from 3 of the 10 groups listed under the Health Education Major is required for high school endorsement.

Health Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

Entering freshmen and transfer students desiring admittance to the Health Education Program must meet the admission policies established by the University. Students currently enrolled at the University who wish to be admitted to the Program must 1) have a minimum cumulative GPA of 2.0, 2) complete an application with the Program Director, and 3) complete a personal interview with the Program Director. Students may pursue a School Health Education program leading to teacher certification or a Community Health Education program.

MAJOR IN HEALTH EDUCATION

- 39-41 hours required.
- Required core courses (25 hours): BSC 160, 181, 182, 183; HSC 190, 290.01, 290.02, 296, 297.
- Electives (7 hours) must be selected in consultation with an adviser with at least one course from three of the following ten groups.

1. Growing and Developing Organisms: PSY 112 or C&I 210; *SAS 212.
2. Ecological Relationships: HSC 150, 155; BSC 202.
3. Disease Control: BSC 361; HSC 204, 258.
4. Human Sexuality and Family Life: HEC 131, 231; PSY 123 or SAS 123; HSC 194.
5. Food Practices and Eating Patterns: AGR 101; HEC 106, 216.

6. Consumer Health Sources and Resources: HSC 100; *BEA 330 or *HEC 330.
7. Safety: HPR 180; HSC 171.
8. Mood Modifying Substances: HSC 390; HSC 371.
9. Personal Health Practices: BSC 145; HEC 212.
10. Mental and Emotional Health: *PSY 131 or *SAS 131; PSY 232.

NOTE: Asterisked courses are not appropriate for teacher education majors and minors.

Health Education majors must complete either A or B below:

- A. Teacher Certification Requirements (7 hours): Part of entitlement program leading to certification. Secondary (6-12): HSC 288, 390. Health Education majors planning to become certified teachers must have a major GPA of 2.5 and must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of Catalog). To apply for admission, the student must 1) contact the Departmental Coordinator of Teacher Education, 2) complete a departmental application and a projected program plan, and 3) participate in a personal interview. Prior to enrolling in Student Teaching (STT 399), the student must attend University and departmental orientation meetings and complete a University and departmental application for Student Teaching. To be eligible to enroll in Student Teaching (STT 399), the student must have been admitted to the University's Teacher Education Program.
- B. Community Health Education Requirements (9 hours): HSC 292, 395, 396, 398.02. Health Education majors planning to enroll in HSC 398.02 Professional Practice: Internship in Health Education, must 1) attend a Health Education Professional Practice meeting, 2) complete all pre-application and application forms and gain approval from the Coordinator, 3) secure written confirmation of placement from the Site Supervisor, and 4) have a 2.5 GPA in the major prior to the semester of enrollment in the course.

MINOR IN HEALTH EDUCATION

- 30 hours required.
- Required courses (20-22 hours): Either HPR 181 and 182 or BSC 181 and 182; BSC 160; HSC 190, 290 (4 hours), 296.
- Elective courses (8-10 hours) selected from HSC 288, 292, 297, and at least one course from two of the ten groups, excluding group 3, Disease Control, listed under the major, with 189, 289, and 389 courses substituting where applicable. For high school endorsement HSC 288, plus one course listed from three of the ten groups listed above are required.

Medical Record Administration Program

Degree Offered: B.S.

MAJOR IN MEDICAL RECORD ADMINISTRATION

Admission Requirements: Entering Freshmen enroll as Pre-Medical Record Administration majors. All students admitted to the Medical Record Administration program are required to go through a special admission process which includes: completion of an application, two letters of reference, and an interview with the Program Director. Applicants must complete preprofessional courses prior to enrolling in professional courses. A GPA of 2.5 is required for admission and retention in the program. A projected

program must be planned in consultation with an adviser. Graduates of the program are eligible and expected to write the National Registration Examination. Those who pass the registration examination are entitled to use the designation RRA (Registered Record Administrator) after their name.

Accreditation: The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the American Medical Record Association (COE-AMRA).

- Required preprofessional courses (33 hours, 12 of which satisfy part of the University Studies requirements): COM 110; ECO 101; ENG 101; ACC 131, 166; BSC 160, 181, 182, 183; MQM 220; HSC 204.
- Required professional courses (43 hours): HSC 105, 200, 201, 202, 210, 211, 220, 230, 300, 310, 340, 345, 346, 398.03.

Medical Technology Program

Degree Offered: B.S.

MAJOR IN MEDICAL TECHNOLOGY

- 48 hours as specified below plus 32 hours of clinical residency. *Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.*
- Required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110, and two courses chosen from: HSC 261, 262; BSC 361, 219, or CHE 215. Strongly recommended: PHY 105 or 108; HSC 160, 204, 360, and 361; ACS 140, 168, or another computer science course.
- Required clinical residency: 32 hours of clinical courses in an AMA-NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approved hospital school of medical technology affiliated with Illinois State University. The required professional courses are HSC 362, 363, 364, 365, 366, 367, 368, and 369. Specific credit hours for each course are determined by the hospital schools of medical technology. *Note: Prerequisites for these required professional courses are: 90 hours completed including University Studies, and the following required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110 and two courses chosen from the following group: HSC 261, 262; BSC 361, 219, or CHE 215, and acceptance into an affiliated hospital School of Medical Technology.*

Entering freshmen desiring admittance to the Medical Technology Program must meet the admission policies established by the university. Transfer students and students currently enrolled at the university who wish to be admitted to the program must 1) have a minimum cumulative GPA of 2.5 and a 2.5 GPA in required classes, 2) provide an updated transcript of all college courses, and 3) complete a personal interview with the Program Director. A student should plan the specific program of study in consultation with a faculty member of the Medical Technology Program in the Department of Health Sciences. Seminars and independent study are available for students desiring additional study. Students must apply for acceptance into a hospital for the clinical residency. The twelve-month residency involves work in several laboratory departments and technical instruction in hematology, clinical chemistry, blood banking, pathogenic microbiology and other aspects of laboratory medicine. Graduates of the program are eligible and are expected to write a national certification examination.

SAFETY PROGRAMS

Degree Offered: B.S.

Safety Program: Safety is a curriculum oriented to the creative and systematic application of organized knowledge, using human resources involving procedures, processes, equipment, scientific principles, techniques, and means for organizing activities to cope with change and/or to improve the quality of life and to make decisions to prevent or reduce human and economic loss due to accident.

MAJOR IN SAFETY

Occupational Safety Sequence — 48 hours required, 9 of which satisfy part of the University Studies requirements.

- Required courses: HSC 248, 271, 359, 370, 372, 380, 381, and 382.
- HSC 371 or 378; and 7 or 8 hours selected from IT 190.01, 190.02, 191.01, 191.02, 192.01, 192.02, 194.01, 194.02.
- Prerequisite courses: CHE 110 and 112, or 140, or 150; and PHY 105 or 108 or 110; and MAT 120, or 107 and 108, or 109, or 110, or 145.

Endorsement Program: The following requirements satisfy Document I requirements for an endorsement in Safety and Driver Education on a Standard High School or Standard Elementary School Certificate:

- a. 3 semester hours in general safety (HSC 171).
- b. 5 semester hours in driver education and advanced driver education (HSC 172 and either HSC 273 or 374).
- c. 8 semester hours chosen from two or more of the following areas: (1)general safety, including traffic and industrial safety, (2)advanced psychology and sociology, (3)first aid and health education, and (4)instructional materials.
- d. Teachers assigned to either simulation or multiple-car programs shall have preparation in the use of these methods which shall consist of a minimum of 1 semester hour or its equivalent in each area.

MINOR IN TRAFFIC AND SAFETY

For Teacher Education

- 23 hours required.
- a valid driver's license required.
- required courses: HSC 171, 172, 273, 374, and 379.
- at least 5 semester hours from among IT 163, HSC 176, HSC 371, HSC 375, HSC 377, and HSC 378.

Honors in Health Sciences: The Department offers honors study to qualified students who will pursue an individualized course of study. To qualify, students must be full-time declared majors in the department, have completed 60 hours of credit, have and maintain a minimum cumulative 3.3 GPA, have and maintain a 3.5 GPA in the major, and have completed 9 semester hours in the major. To graduate with honors, students must complete 12 hours of Honors work in professional courses in the major selected from the following options: participation in Honors Undergraduate Research and/or Honors Independent Study and/or in-course honors. Students interested in the Honors program should contact the Department of Health Sciences.

Health Sciences Courses

100 INTRODUCTION TO THE HEALTH COMMUNITY 3 US-7 F,S,Summer
Not for credit maj.

Health care facilities and agencies, their organizational patterns, financing and regulations; the role of health related professionals, their interrelationships and responsibilities.

105 MEDICAL TERMINOLOGY 3 F,S

Study of basic language related to medical science and allied health specialties with emphasis on word analysis, construction, definitions, pronunciation, spelling, and standard abbreviations.

150 INTRODUCTION TO ENVIRONMENTAL HEALTH 2 S

Principles of environmental health protection, disease causation and control, through study of various contact environments and implementation measures.

155 MAN AND ENVIRONMENT: A HEALTH PERSPECTIVE 3 US-7 F,S,Summer

Not for credit Env Health maj.

Provides students with a conceptual framework for the study and analysis of environmental health problems in daily activities.

160 INTRODUCTION TO MEDICAL TECHNOLOGY 2 F,S

Profession of Medical Technology emphasizing origin, goals, organizational structure, professional requirements, interrelationships with other professions, professional ethics, and considerations for future.

171 PRINCIPLES OF ACCIDENT PREVENTION 3 US-7 F,S

Formerly IT 171.

Overview of the broad accident problem and underlying factors and theories of accident causation and prevention.

172 DRIVING TASK ANALYSIS 4 F,S

HSC 171 or conc reg req. Lab arranged. Materials charge optional. Valid Illinois driver's license req. Incl Clin Exp. Formerly IT 172.

Physical, mental requirements necessary for safe drivers. Laboratory experience devoted to improvement of student's driving ability.

176 INTRODUCTION TO MOTORCYCLE SAFETY 1 F,S

Not for cr maj/min except minor in Traffic Safety. Formerly IT 176.

Classroom and laboratory experiences provide basic knowledge, skills, and techniques necessary for the safe operation of a motorcycle.

190 FOUNDATIONS OF HEALTH EDUCATION 3 F,S

Health Education maj/min only.

The historical and philosophical perspectives of the development of health education. A comparison of the major concepts and theories of health and characteristics of health education programs in schools and communities.

194 HEALTHFUL FAMILY LIVING	2	US-7	F,S
Introduction to the health of the family as illustrated through illness patterns, stress, abuse, and health behavior.			
196 DRUGS IN LIFE STYLES	2	US-7	F,S
Human, social, and cultural issues surrounding the problems of drug abuse. Personal motivations and behaviors are identified.			
200 HEALTH INFORMATION MANAGEMENT	3		S
<i>HSC 105, 210. Maj only or cons inst. Materials charge optional.</i>			
Practical applications of word processing and management concepts to health record systems.			
201 FUNDAMENTALS OF MEDICAL SCIENCE I	3		F
<i>HSC 105; BSC 181, 182, 183. Maj only.</i>			
Relationship between human organism and disease processes, including treatment and management of patients.			
202 FUNDAMENTALS OF MEDICAL SCIENCE II	3		S
<i>HSC 201.</i>			
Continuation of HSC 201.			
204 HEALTH DATA ANALYSIS	3		F,S
Theory and practice of analysis and presentation of data for management and research in the Health Sciences.			
205 MEDICAL TERMINOLOGY II	3		F
<i>HSC 105 req.</i>			
Systematic and intensive study of the technical language related to medical science and health specialties.			
210 INTRODUCTION TO MEDICAL RECORDS ADMINISTRATION	3		F,S
<i>Materials charge optional.</i>			
A survey of the history of medical records and the profession. Analysis of record content, stressing accuracy, completeness, and correlation of data. Numbering and filing systems with emphasis on retention policies and storage methods.			
211 NOSOLOGY AND HEALTH DATA MANAGEMENT	3		F
<i>HSC 105, 200, and 204 req. Maj only.</i>			
A study of disease and operative classification systems and specialized medical nomenclatures. Analysis of data collection and retrieval. Computation of hospital statistical data.			
220 ORGANIZATION AND MANAGEMENT OF RECORD CENTERS	3		F
<i>HSC 105, 200; MQM 220 req. Maj only.</i>			
Application of principles of organization and management to development and administration of health record centers.			
230 LAW, HEALTH CARE, AND DOCUMENTATION	2		S
<i>HSC 105, 210 req. Maj only.</i>			
Federal, state, and local laws governing the preparation and use of medical records.			
245 ENVIRONMENTAL HEALTH PRACTICE	3		F,S
<i>HSC 150 rec.</i>			
Environmental health protection through the study of selected environments, planning, and general control methods.			
246 PESTS AND PEST CONTROL		3	F
<i>CHE 140-141, 220, BSC 160 or 260, or equiv req; HSC 245 req.</i>			
Environmental health hazards caused by pests of public health significance, including identification, correction, and prevention of pest problems.			
247 WASTE MANAGEMENT PRACTICES		4	F
<i>MAT 107, 108; CHE 140-141, 220; HSC 245; BSC 160 or equiv req. Lecture and lab. Materials charge optional.</i>			
Sewage, solid, and hazardous waste sources: effects on health and environment, treatment processes, and control measures.			
248 OCCUPATIONAL HEALTH	3		F,S
<i>CHE 110-112; MAT 107 and 108, or 109, req. Formerly HSC 253 and HSC/IT 356.</i>			
Adverse environmental conditions encountered in the workplace affecting the efficiency, health, and well-being of employees.			
249 ENVIRONMENTAL TOXICOLOGY		3	F
<i>MAT 107, 108; CHE 140-141 or equiv; HPR 182 req.</i>			
Toxicants such as heavy metals, gases, vapors, dusts, pesticides, food additives, and their effects on health and environment.			
252 WATER QUALITY AND TREATMENT		3	F
<i>MAT 107 and 108, CHE 140-141, 220, BSC 160, or equiv req; HSC 245 req. Lecture and lab. Materials charge optional.</i>			
Water quality maintenance for drinking and recreational uses; health effects and control measures are considered.			
254 CONTROL OF INSTITUTIONAL ENVIRONMENTS		3	S
<i>CHE 140-141, 220; HSC 245; BSC 160 or equiv. Lecture and lab. Materials charge optional.</i>			
Environmental health aspects of hospitals, nursing homes, penal institutions, schools, colleges and universities. Control of physical, chemical and microbiological hazards.			
257 AIR QUALITY AND POLLUTION CONTROL		3	F,S
<i>CHE 140-141, HPR 182, or equiv; HSC 245 req. HSC 249 rec. Lecture and lab. Materials charge optional.</i>			
Air contaminants found in the ambient air, workplace, and home, including health effects, measurement, and control.			
258 EPIDEMIOLOGY		3	F
<i>BSC 160 or BSC 260, HSC 204 req. Also offered as BSC 258.</i>			
Principles and methods governing the surveillance and investigation of disease and injury in human populations.			
260 INTRODUCTION TO THE MEDICAL LABORATORY: IMMUNOHEMATOLOGY AND SEROLOGY		4	F,S,Summer
<i>CHE 220 req. Enrollment in Med Tech prgrm or cons inst. Lecture and lab. Materials charge optional.</i>			
The principles and procedures of immunohematology (blood banking) and serology.			
261 INTRODUCTION TO THE MEDICAL LABORATORY: HEMATOLOGY		3	F,S
<i>CHE 220, enrollment in Med Tech program or cons inst. Lecture and lab. Materials charge optional.</i>			
Investigation of observable phenomena that provide basis for tests used as aids to diagnosis of disease processes. Uses, misuses, and limitations of laboratory equipment are considered.			

262	INTRODUCTION TO THE MEDICAL LABORATORY: APPLIED CLINICAL ANALYSIS	3	F,S	
	<i>CHE 220, enrollment in Med Tech program or cons inst. Lecture and lab. Materials charge optional.</i>			
	The principles and procedures of chemical analysis of body fluids in the clinical laboratory. The use of clinical instrumentation is stressed.			
271	SAFETY TECHNOLOGY	3		
	<i>HSC 172 req. Adm to Teacher Ed req. Incl Clin Exp. Content in HSC 171 is used to teach beginning drivers on the driving range and on-street. Materials charge optional. Valid driver's license required. Formerly IT 271.</i>			
	Instruction, administration, organization, and evaluation of multiple-car and on-street programs.			
275	TRAFFIC LAW AND ENFORCEMENT	3		
	<i>HSC 172 req. Formerly IT 275.</i>			
	Philosophy, methods of detecting, apprehending violators. Fundamentals of traffic law applicable to laymen, technicians, and teachers.			
288	SCHOOL HEALTH	2 or 4	S	
	<i>HSC 190, 290.01; adm to Teacher Ed req. Health Ed maj req to take 4 hours. Health Ed minors and other teaching majors should enroll for 2 hours. Incl Clin Exp.</i>			
	Overview of school health program, with emphasis on health needs of school-age children. Investigation of materials and methodologies appropriate for health education.			
290	CONTINUING SEMINAR IN HEALTH EDUCATION	2	F,S	
	<i>HSC 190 req. Must be repeated for max 4 hours credit as 290.01, 290.02. Incl Clin Exp.</i>			
	Experiences including agency and laboratory visits; communication of new methods and materials; synthesis of interdisciplinary experiences; and student advisement.			
292	COMMUNITY PUBLIC HEALTH	2	S	
	<i>HSC 190 or cons instr req.</i>			
	Introduction to public health at local, state, and national levels, including the relationships among public health departments, voluntary health agencies, and schools. Includes emphasis on selected community health problems.			
294	HEALTH EDUCATION AND ENVIRONMENTAL QUALITY	3	S	
	Role of health education in an individual's relationships with other persons, technology and culture, and the quality of environment generated.			
296	HUMAN POTENTIAL AND HEALTH EDUCATION	3	F,S	
	<i>HSC 190 and HSC 290.01 or cons inst req.</i>			
	Physical, mental-emotional, and social dimensions of growing and developing, interacting, and decision-making. Interrelationships of these life processes will be used to illustrate how the quality of life may be improved through health education.			
297	MODERN HEALTH PROBLEMS	3	S	
	Emphasis on recent developments in selected critical health areas and their application to individual health habits and attitudes.			
300	MEDICAL INFORMATION SYSTEMS DESIGN	3	S	
	<i>HSC 220; ACC 166 req. Maj only.</i>			
	Application of computer technology to the health sciences, systems analysis; medical audits and quality assurance programs.			
310	MEDICAL RECORDS ADMINISTRATION SEMINAR	2	S	
	<i>HSC 211, 220 req. Maj only.</i>			
	Literature survey and intensive exploration of effective methods of identifying and solving problems encountered in the administration of health record centers.			
340	TRENDS IN HEALTH CARE DELIVERY	3	F	
	<i>HSC 210, 211, 220 and/or cons inst req.</i>			
	Intense analysis of emerging nontraditional and specialized health care facilities; their organizational patterns, accreditation standards, legal requirements and special documentation needs. Site visits and reports required.			
345	QUALITY ASSURANCE IN HEALTH CARE	3	F	
	<i>HSC 210 req. Maj only.</i>			
	Investigation, identification, assessment, and monitoring of problems in health care.			
346	HOSPITAL BUDGETING PROCEDURES	3	S	
	<i>HSC 211, 220 req. Maj only.</i>			
	Systematic study of hospital planning; coordination of resources and expenditures; reimbursement methods.			
350	FOOD PROTECTION	3	S	
	<i>CHE 220, BSC 160 or equiv req. Lecture and lab. Materials charge optional.</i>			
	An intensive study of the laws, principles, and techniques applied in the protection of food and milk for human consumption.			
351	ENVIRONMENTAL HEALTH SEMINAR	1	F,S	
	<i>May be repeated once. Maj in ENH Program req.</i>			
	Supplement to formal coursework dealing with contemporary topics in environmental pollution, occupational health, and institution environmental quality administration. Content will vary at discretion of instructor.			
355	ENVIRONMENTAL HEALTH DECISION PROCESSES	3	S	
	<i>Sr maj in ENH program or cons inst. Lecture.</i>			
	An intensive study of the decision making techniques, organizational structure, interagency relationships, program methodologies, and legal aspects of environmental health practice.			
359	QUANTITATIVE OCCUPATIONAL HEALTH	3	F,S	
	<i>HSC 248 or cons inst req. Lecture and lab. Materials charge optional.</i>			
	Techniques for measurement, evaluation, and control of chemical and physical stresses in occupational environments.			
360	SEMINAR IN MEDICAL TECHNOLOGY	2	F,S	
	<i>CHE 220, enrollment in Med Tech program req.</i>			
	Review of current literature in clinical laboratory science and the development of a research paper and/or project.			
361	IML - COAGULATION AND HEMOSTASIS	2	F,S	
	<i>CHE 220 or equiv and BSC 216 req. Materials charge optional.</i>			
	Principles and procedures of blood coagulation and hemostasis.			

362-369 CLINICAL STUDIES	F,S,Summer	
90 hrs incl Univ Studies and the following required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110. Two courses selected from the following: HSC 261, 262; BSC 219, 361; CHE 215. Cons Program Director req. Acceptance into an affiliated hospital School of Medical Technology. Evidence of health insurance and professional liability insurance required. May be repeated. Additional information is listed with each course description.		
362 CLINICAL BIOCHEMISTRY 1-10	F,S,Summer	
Max 10 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Concentrated laboratory instruction and theoretical applications of clinical biochemistry. Current testing procedures, instrumentation, and quality assurance are studied.		
363 CLINICAL SEROLOGY AND IMMUNOLOGY 1-5	F,S, Summer	
Max 5 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Basic immunology, serological reactions, and current serology testing procedures are covered. A concentrated laboratory experience is included.		
364 CLINICAL URINALYSIS AND MICROSCOPY 1/2-4	F,S,Summer	
Max 4 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Lecture and laboratory experience and routine and special urinalysis procedures. Basic microscopy use and maintenance are emphasized.		
365 CLINICAL PARASITOLOGY 1/2-3	F,S,Summer	
Max 3 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
General techniques for identification of clinically significant parasites and yeast. Morphology, symptomatology, and epidemiology are stressed. A concentrated laboratory experience included.		
366 SPECIAL TOPICS 1/2-4	F,S,Summer	
Max 4 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Selected topics of professional significance. May include management, pathology, medico-legal aspects, and basic teaching principles.		
367 CLINICAL HEMATOLOGY 1-6	F,S,Summer	
Max 6 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Study of formed elements of blood under normal and stress conditions. Abnormalities and basic morphological changes due to disease states are studied. Study of coagulation principles is included.		
368 CLINICAL MICROBIOLOGY 1-9	F,S,Summer	
Max 9 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Comprehensive medical microbiology. Included are taxonomy of pathogens, identification, culture methods and procedures, and antibiotic sensitivity testing.		
369 CLINICAL IMMUNOHEMATOLOGY 1-5	F,S,Summer	
Max 5 hrs. Also, see prerequisites for 362-369 Clinical Studies.		
Theory and practice of immunohematology. Includes study of blood groups, compatibility testing, hemolytic disease of the newborn, blood transfusion, and component preparation.		
370 INDUSTRIAL ACCIDENT PREVENTION 3		F,S
PHY 105; MAT 120, or 107 and 108, or 109, or 110, or 145; and HSC 171 or 271 req. Formerly IT 370.		
Principles, responsibilities, and techniques for developing, organizing, implementing, and administering an industrial safety program.		
371 ALCOHOL AND ACCIDENT PHENOMENON 3		F,S
HSC 171 rec. Formerly IT 371.		
Effects of alcohol on accident causation. Psychological, physiological, pharmacological actions of alcohol in view of medical, sociological, religious, and economic aspects.		
372 ACCIDENT INVESTIGATION, RECORDS, AND EVALUATION 3		F,S
MAT 120 or 107 and 108, or 109, or 110, or 145, and HSC 171 or 271 req. Formerly IT 372.		
Theory and function of accident investigation, reporting, and analysis systems. Form design and utilization and cost-evaluation procedures.		
373 AGRICULTURAL ACCIDENT PREVENTION 3		F,S
Also offered as AGR 345. Formerly IT 373.		
Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.		
374 METHODS AND MATERIALS OF TEACHING DRIVER EDUCATION 4		S
HSC 172 req. HSC 273 rec. Content of HSC 172 is used to teach beginning drivers in the driving simulator and on-street. Materials charge optional. Valid driver's license req. Incl Clin Exp. Formerly IT 374.		
Laboratory experience in teaching beginning drivers using driving simulation and dual-control on the street, organization and administration of Traffic Safety programs.		
375 THE HANDICAPPED STUDENT IN DRIVER EDUCATION 3		
HSC 374 req. Formerly IT 375.		
Identification of problems of handicapped students in driver education courses. Emphasis on adapting and developing teaching methods for handicapped students.		
376 MOTORCYCLE EDUCATION 3		S,
Summer		
HSC 176, 374, or cons instr req; demonstrated competency as a motorcycle operator; valid driver's license with motorcycle endorsement. Lab arranged. Formerly IT 376.		
Administration, organization, evaluation, and instruction of Motorcycle Safety programs, including experience in teaching beginning motorcycle operators utilizing classroom and on-cycle instruction.		
378 DISASTER PREPAREDNESS 3		F
Formerly IT 378.		
Organizing, directing, coordinating disaster services in schools, industry, and local government. Includes T.B.A. 48 hr. disaster exercise.		

**379 CURRICULUM DEVELOPMENT
IN DRIVER EDUCATION 3**

HSC 172 req. Content of HSC 172 is used as students teach beginning drivers in the classroom. HSC 273 or 274 rec. Materials charge optional. Incl Clin Exp. Formerly IT 379.

Behavioral-oriented curriculum applicable to driver education. Behavioral objectives, learning activities, measurement of student performance peculiar to driver education.

**380 FIRE PROTECTION AND
PREVENTION 4**

F, Summer

MAT 120, or 107 and 108, or 109, or 110, or 145; HSC 171 or 271, and CHE 110 and 112 req. Formerly IT 380.

Measures related to safeguarding human life and preservation of property in prevention, detection, and extinguishing fires.

**381 OCCUPATIONAL SAFETY AND
HEALTH ACT (OSHA) 3**

F,S

MAT 120, or 107 and 108, or 109, or 110, or 145, and HSC 171 or 271 req. Formerly IT 381.

Interpretation of the provisions of the Occupational Safety and Health Act. The regulations, standards, and reporting required issued pursuant to it.

**382 SAFETY PERFORMANCE
CONTROL 3**

S

HSC 370 req. Formerly IT 382.

Development of specialized knowledge and skills in problem-solving; evaluation and implementation of occupational safety programs.

390 DRUGS IN SOCIETY 3

F,Summer

Psychological, social, medical, legal, and economic aspects of use, misuse, and abuse of substances will be explored along with the implications for education.

392 VALUES AND HEALTH 3

F

Exploration of the valuing process and its relationship to health and health education. Development of skills and techniques of value clarification for use in health education with clients.

394 HEALTH ASPECTS OF AGING 3

S

SAS 211 req. Also offered as HEC 394.

Characteristics of the aging process and factors influencing adaptation and the quality of living.

**395 MEDIA AND MATERIALS
IN HEALTH EDUCATION 3**

F

9 hrs in HSC or cons inst req.

Analysis and development of print and non-print materials and their use by health educators.

**396 HEALTH EDUCATION PLANNING
AND PROMOTION 2**

F

Nine semester hours in HSC or cons inst.

Theory and application of health education planning and promotion.

**398.01 PROFESSIONAL PRACTICE:
ENVIRONMENTAL HEALTH
INTERNSHIP 3-12**

F,S,Summer

Cons program dir req. May be repeated. Max 12 hrs.

Internship in a governmental, industrial, or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

**398.02 PROFESSIONAL PRACTICE:
INTERNSHIP IN
HEALTH EDUCATION 2-9**

F,S,Summer

2.5 GPA in major; HSC 396 req. May be repeated.

Extended in-service experience under the guidance of qualified personnel in health education.

398.03 PROFESSIONAL PRACTICE:**MEDICAL RECORDS:****CLINICAL INTERNSHIP
AND RESIDENCY 2-6**

F,S,Summer

Maj only and cons program director req. Formerly AHP/HSC 348, HSC 298.01. Evidence of health insurance and professional liability insurance required.

Rotation and project assignments in medical record centers in Illinois area health facilities.

398.04 PROFESSIONAL PRACTICE:**INTERNSHIP IN****SAFETY 1-8**

F,S,Summer

Jr/Sr standing req. Cons dept chair req. May be repeated to max 8 hrs.

Planned and supervised work/study experiences in local and state business, industries, and governmental agencies.

**398.51 PROFESSIONAL PRACTICE:
CO-OP IN ENVIRONMENTAL
HEALTH 3-12**

F,S,Summer

Cons program dir. May be repeated. Max 12 hrs.

Cooperative education assignment in a governmental, industrial, or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

398.52 PROFESSIONAL PRACTICE:**CO-OP IN SAFETY 1-8**

F,S,Summer

HOME ECONOMICS (HEC)**144 Turner Hall, (309) 438-2517**

Chairperson: Connie Ley.

Tenured/Tenure-track Faculty: Professors: Carr, Ley, Webb-Lupo. Associate Professors: Batsche, Kern, Memken. Assistant Professors: Canabal, Garner, Gentry, Hayden, Jett, Johnson, Nnawke, Stemm, Winchip.

Other Faculty: Lecturers: Bennett, Gannaway, Garber-Dwyer, Gosch, Kuchenmeister, Lane, Mueller, Scholl, Schwalbach, Stephens.

Home Economics Programs

Degrees Offered: B.A., B.S.

HOME ECONOMICS MAJOR**Child Development and Family Relationships Sequence:**

- 63 hrs req, including 9 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 39 hr Sequence: HEC 231, 250, 307, 308, 309, 310, 398 (2 consecutive semesters, 3 hrs each); SAS 323; SED 109; 9 hrs from A or B following. A. Child Development: HEC 304, 314, 333, 394; SAS 123 or PSY 123. B. Family Relationships: C&I 312; HEC 333, 393 (Family Conflict Resolution), 394; SAS 123 or PSY 123; SAS 262.
- 9 hrs University Studies: ACS 155 (US VII); BSC 170 (US III); PSY 111 (US V).
- Recommended University Studies or general electives: C&I 110; PSY 112; SAS 106.

Consumer Services Sequence:

- 57 hrs req, including 12 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 21 hr Sequence: COM 165 or ENG 249; HEC 232, 233, 331, 333, 398 (3 hrs); MKT 230.
- 9 additional hrs from: HEC 213, 216 or 311, 225, 244, 310, 320.
- 12 hrs University Studies: ACS 155 (US VII); CHE 104 (US III); ECO 101 (US V), 102 (US V).

- Recommended University Studies or general electives: ACS 140; BEA 101, 140, 240; COM 123, 162, 163, 223; ENG 145; MAT 120; MKT 231; POS 232.
- A minor in Business Administration or Public Relations is highly recommended.

Food-Nutrition or Dietetics Sequence:

- 60 hrs req, including 12 to 17 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 29 hr Sequence: CHE 220, 242; HPR 182; HEC 113, 213, 216, 318, 319, 398 (3 hrs).
- 4 additional hrs from: HEC 287, 311, 312, 313, 316, 320, 393.18 (Travel Study: Foods and Nutrition), 394; HSC 350.
- 12 to 17 hrs University Studies: ACS 155 (US VII); BSC 160 (US III); CHE 110 and 112 (US III), or CHE 140 and 141 (US III).
- Recommended University Studies or general electives: ACS 168; COM 240, 241, 365.
- For students interested in food service management careers, a minor in Business Administration including MQM 220 is strongly recommended.
- Students interested in Dietetics must complete the following courses for American Dietetics Association (ADA) transcript evaluation: ACS 155 or 168; COM 110, 225, 240, 297; C&I 216; ECO 101, 102; HEC 311, 312, 316; HSC 105; MQM 220; MAT 105 or 107; PSY 111, 215, 240; SAS 106, 180 or 184. After graduation, an ADA approved internship and ADA registration examination must be successfully completed.

Housing and Environmental Design Sequence:

- 75 hrs req, including 18 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 42 hr Sequence: ART 104, 352, 372; HEC 218, 225, 242, 244, 338, 340, 370, 375, 398 (3 hrs); IT 211.
- 18 hrs University Studies: ACS 155 (US VII); ART 150 (US VI) or ART 155 (US VI) or ART 156 (US VI) or ART 257 (US VII); BEA 100 (US VIII); COM 110 (US I), 123 (US I); PHY 100 (US III).
- Recommended University Studies or general electives: ART 103 or 369, 226, 227, 238, 363, 378, 380, 381, 382; CHE 104; ECO 101; HEC 248, 320, 323, 343, 346, 347, 365, 393.38 (Travel Study: Housing and Environmental Design); IT 194, 216, 221; MAT 103; MKT 230, 234, 235; PSY 111; SAS 106.
- For membership in the American Society of Interior Design (ASID), students must work full time for two years as an interior designer prior to successful completion of the ASID examination.

Fashion Merchandising Sequence:

- 64 hrs req, including 9 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 40 hr Sequence: ART 103; HEC 220, 225, 226, 328, 368, 369, 398 (3 hrs); MKT 230; MQM 220; 7 hrs from HEC 122, 228, 229, 289 (Design and Production of Knitwear), 322, 323, 324, 325, 326, 327, 361, 362, 393 (Travel Study: Fashion Merchandising); 3 hrs from MKT 233, 234, 335.
- 9 hrs University Studies: ACS 155 (US VII); CHE 104 (US III); ECO 101 (US V).
- Recommended University Studies or general electives: ACS 140; ECO 102; PSY 111; SAS 106.
- A minor in Business Administration is highly recommended.

Fashion Design Sequence:

- 61 hrs req, including 6 in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.

- 40 hr Sequence: ART 103, 104, 213, 351 (3 hrs) (Fashion Illustration); HEC 220, 225, 226, 228, 322, 324, 362. 8 hrs from HEC 122, 229, 289 (Design and Production of Knitwear), 323, 325, 326, 327, 328, 361, 365, 368, 369, 393 (Travel Study: Fashion Merchandising); ART 224, 235, 240, 341, 389 (Rendering for Product Design).

- 6 hrs University Studies: ACS 155 (US VII); CHE 104 (US III).

- Recommended University Studies or general electives: ACS 140; ART 150, 155, 156, 257; ECO 101, 102; PSY 111; SAS 106; THE 130.

Teacher Education Sequence:

- 89 hrs req, including Professional Education requirements and 16 to 18 hrs in University Studies.
- Part of the entitlement program leading to certification by the State of Illinois for teaching home economics courses in grades 6-12. See Teacher Education Admission Retention Program found in University-wide Teacher Education Program Requirements for admission and retention standards. Also see Home Economics Selective Admission-Retention Policy section of this catalog.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 34 or more hr Sequence: HEC 203 and A or B or C below. A. HEC 380, 382; and 6 hrs in each of 4 out of 6 areas listed below (group titles based on state requirements): 1) Human Development HEC 250, 307, 308, 314.2) Interpersonal and Family Relations HEC 231, 309, 310. 3) Consumer Education and Home Management HEC 232, 233, 331, 333. 4) Food and Nutrition HEC 113, 213, 311, 313, 316, 318, 319. 5) Housing, Home Furnishings and Equipment HEC 218, 244, 340, 343.6) Clothing and Textiles HEC 220, 225, 226, 323, 361, 368, 369. B. HEC 320 or 333; and 6 hrs in each of 2 groups from 1 to 6 above; plus a minor or second major. C. 9 hrs in Human Development and 6 hrs in Interpersonal and Family Relations plus a minor in Early Childhood Education. To qualify for endorsements to teach in Early Childhood Education minor, student should consult with adviser.

- 16 to 18 hrs University Studies: COM 110 (US I); HIS 135 (US II) or 136 (US II) or 137 (US II) or POS 105 (US V); PSY 111 (US V); ACS 155 (US VII); BSC 181 (US III) or CHE 104 (US III) or 110 (US III); 3 hrs from BSC 181 (US III), BSC 182 (US III), HPR 113 (US VII), HPR 122 (US VI), HPR 122.02 (US VI), HPR 123 (US VI), HPR 123.02 (US VI), HPR 180 (US VII), HSC 100 (US VII), HSC 155 (US VII), HSC 194 (US VII), HSC 196 (US VII), HSC 171 (US VII).
- 24 hrs Professional Education: PSY 215; C&I 200 (8 hrs), or C&I 200.01 and 200.02 and 200.03 and 200.04, or C&I 200.03 and 216 and SED 218; EAF 228 or 231 or 235; STT 399.

General Sequence:

- 45 hrs req, including 6 hrs in University Studies.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.
- 24 additional hrs in HEC to be selected with adviser approval, 9 hrs of which must be at the 300-level.
- 6 hrs University Studies: ACS 155 (US VII), BSC 170 (US III) or CHE 104 (US III) or 110 (US III) or PHY 100 (US III).

HOME ECONOMICS MINOR

- 24 hrs req in HEC.
- 15 hr Core: HEC 100, 101, 102, 103, 104, 200, 300.

Selective Admission-Retention Policy for the Teacher Education Sequence in Home Economics

Selective Admission: All home economics education students planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Admission-Retention Program section of this catalog). Upon applying for admission a home economics student must have verified the following:

1. A minimum GPA of 2.5 overall and in all Home Economics courses including Professional Education courses.
2. A positive recommendation for Admission to Teacher Education by all Home Economics faculty. See departmental adviser for procedure.
3. An interview with the Home Economics Education Coordinator.
4. Completion of HEC 100.

Selective Retention: In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. Maintain a GPA of 2.5 in all courses and in all Home Economics courses including Professional Education courses.
2. Completion of home economics courses 100, 101, 102, 103, 104, 200, 300; or the equivalent for transfer students.

Honors in Home Economics: The Department offers honors work in each Home Economics sequence to highly qualified juniors and seniors. Candidates must be full-time students, declared Home Economics majors, and have an overall 3.5 GPA and 3.7 GPA in Home Economics. Honors requirements include completion of three in-course honors at the 200-level or above (at least two must be taken in the department), and a minimum of three semester hours in HEC 299 culminating in a substantial research paper. The Department also offers in-course honors work in all courses for students enrolled in the University Honors Program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor. For further information contact the department adviser.

Home Economics Courses

100 INTRODUCTION TO HOME ECONOMICS 1 F,S *Incl Clin Exp.*

The development of Home Economics: contribution to society, career opportunities including job characteristics, academic preparation and professional organizations.

101 HUMAN AND FAMILY DEVELOPMENT 3 F,S *Materials charge optional.*

Human development throughout the lifespan within the context of the developing family unit.

102 NUTRITION IN THE LIFE SPAN 3 F,S *Materials charge optional.*

Nutrients needed by humans. Food choices to meet nutrition needs of individuals and families throughout the life cycle.

103 MANAGEMENT FOR CONSUMERS 3 F,S *Materials charge optional.*

Management principles for individual and family problems in the home and marketplace.

104 DESIGN IN THE HUMAN ENVIRONMENT 3 F,S *Materials charge optional.*

Design fundamentals: principles of design and their influence on individual and family lifestyles.

106 NUTRITION 2 US-7 F,S *Not for credit maj/min. Materials charge optional.*

Functions, sources, and recommended amounts of nutrients for various age groups. Evaluation of eating patterns.

113 PRINCIPLES OF FOOD PREPARATION 3 F,S *HEC 102 req. Materials charge optional.*

Scientific principles involved in the preparation of food.

122 CLOTHING CONSTRUCTION I 3 F,S *Materials charge optional.*

Techniques of garment construction. Elementary fitting of basic blouse and shirt.

131 COURTSHIP AND MARRIAGE 3 US-7 F,S *Not for credit maj/min. Materials charge optional.*

Dynamics of dating, courtship, mate selection, preparation for marriage; adjustments in marital/interpersonal relations.

132 HOME MANAGEMENT IN CONTEMPORARY LIFE 3 US-7 F,S *Not for credit maj/min. Materials charge optional.*

Principles, decision making processes of using money, time, energy to meet individual and family needs.

198 PROFESSIONAL PRACTICE 1 Summer *Maj only. 27 hrs, 2.0 GPA, HEC 100, and approved application req. Cr/No Cr only. May be repeated for a max of 3 hrs.*

Exploration of entry-level career opportunities. Observation of professional skills and competencies of practicing home economists.

200 HOME ECONOMICS CAREER OPTIONS 1 F *HEC 100, 101, 102, 103, 104 req.*

Exploration of careers, preparation for employment, and development of professional philosophy.

203 COMPETENCIES FOR TEACHING 4 S *C&I 200 (6 hrs) or 200.03 (grade of C or better) req or conc reg req. Field trips req. Adm to Teacher Ed req. Incl Clin Exp.*

Curriculum development, evaluation, teaching strategies, and professionalism for vocational education teachers.

212 FAMILY HEALTH AND WELL BEING 2 F

Relation of individual health and family well-being.

213 MEAL MANAGEMENT 3 F,S *HEC 113 req. Materials charge optional.*

Meal planning based on criteria of nutritive requirements, marketing challenges, and utilization of resources. Preparation and service of meals for small groups.

216 APPLIED NUTRITION 3 F *HEC 102, CHE 242, HPR 182 req.*

Intermediate course focusing on physiological and biochemical basis for human nutritional requirements. Includes study of food as carrier of nutrients.

218 ENERGY SYSTEMS FOR RESIDENTIAL DESIGN 2 S
HEC 104, IT 211 req. Field trips. Materials charge optional.

Design and evaluation of appropriate energy systems in residential construction. Includes heating/cooling, lighting, major appliances, and sound.

220 CLOTHING CONSTRUCTION II 3
HEC 122 rec, 225 req. Materials charge optional.

Advanced garment construction study. Experience working with various fabrics, garment styles and fitting variations.

225 TEXTILES 3 F,S
HEC 104 req. Lecture and lab. Materials charge optional.

Fundamentals of textile science: fibers, yarns, fabrications, finishes, and dyeing. Selection and care of apparel/home furnishings fabrics. Textile legislation.

226 APPAREL 3 F,S
HEC 104 req; 101 and 103 rec.

Cultural, socio-psychological, aesthetic and economic factors related to the selection and use of apparel throughout the life span.

228 APPAREL DESIGN 2 S
HEC 104; 122 or 220; 226 req. Materials charge optional.

Application of art principles to apparel creation. Idea development from conception through production to retailing. Style nomenclature emphasized.

229 FASHION ACCESSORIES 2
HEC 104 req. Field trips req.

Accessories for men, women, and children in relation to materials and processes, government regulations, sources, and merchandising techniques.

231 FAMILY RELATIONSHIPS 3 F,S
HEC 101 req. Materials charge optional.

Functions of productive family units to fulfill individual and group needs. Emphasis on the skills needed by the parent.

232 ADVANCED HOME MANAGEMENT CONCEPTS 3 S
HEC 103 or 132 req. Field trips req. Materials charge optional.

Problem solving approach to the use of managerial components and their functional relationships to the complexities of today's living.

233 FAMILY ECONOMIC RESOURCES 3
HEC 103 req. Materials charge optional.

Economic description of the family emphasizing the family's financial, physical, and human capital investments over the life cycle.

242 DRAFTING FOR INTERIOR DESIGN 3 F
HEC 104, IT 211 req. Materials charge optional.

Equipment, media, and techniques for graphic presentation of architectural design and perspective concepts.

244 INTERIOR SYSTEMS AND HOUSING 3 S
HEC 104 req. Materials charge optional. Field Trips.

Consumer choice of dwelling and the analysis of interior spaces and equipment.

248 CONTEMPORARY INTERIOR DESIGN 2 F
HEC 104 rec. Materials charge optional. Field trips req.

Philosophies and individuals who have influenced contemporary furnishings, interiors, and structures from 1850 to present.

250 CHILD DEVELOPMENT AND GUIDANCE 3 F,S
HEC 101 req. Incl Clin Exp. Materials charge optional.

Applied child development in day-care and nursery-school settings. Covers guidance techniques and developmentally appropriate curriculum. Observation included.

300 CONTEMPORARY ISSUES IN HOME ECONOMICS 1 S
HEC 200 req. Sr stand. Not for grad cr.

Issues in home economics with particular emphasis on their relation to career options for home economics professionals.

301 EVALUATION OF PROGRAMS 2
 Principles, methods, techniques, used to evaluate programs, curricula, and personnel in in various institutions.

304 PROGRAM DEVELOPMENT IN HOME ECONOMICS 3
 Review, development, and evaluation of materials related to specific programs. Attention given to audiences of various age levels.

307 INFANT AND PRESCHOOL CHILD 3 F
PSY 111 and HEC 101 req. Incl Clin Exp. Materials charge optional.

Research in the growth and behavior of the young child as related to family and society.

308 ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS 3 S
Incl Clin Exp.

Administration of early childhood programs and community services responsible for guidance of young children.

309 COUPLE RELATIONSHIPS 3 F
HEC 101 req. Materials charge optional.

An interactional approach to the study of intimate male-female pairings: establishing couple relationships and developing effective intimate pairing communication; an overview of marriage enrichment history, programs, practice, theory, and research.

310 FAMILY CRISSES 3 S
Field trips.

Cognitive and affective exploration of family crisis definition, the relationship-termination crises of death and divorce, and overview of professional helping resources.

311 COMMUNITY NUTRITION 3 F
HEC 102 or 106 req. Formerly NUTRITIONAL PROBLEMS OF SPECIAL GROUPS.

Nutritional needs of selected populations vulnerable to inadequate diet; emphasis on U.S. programs designed for groups at nutritional risk.

312 DIET THERAPY 3 S
HEC 216 req.

Planning modified diets and studying underlying diseases. Nutritional counseling of individuals and groups.

313 FOOD CUSTOMS 2 S
HEC 213 req. Materials charge optional.

Influence of food customs of various ethnic groups on American meal patterns.

314 EARLY CHILDHOOD NUTRITION EDUCATION 3*Materials charge optional. Incl Clin Exp.*

Principles of nutrition and current research. Emphasis on the needs of young children. Guidance in implementing a sound nutritional education program.

315 NUTRITION FOR HEALTH AND PHYSICAL FITNESS 3 S*HEC 102 or HEC 106 (or cons instr) and HPR 182, or BSC 181 and 182 req.*

An advanced course focusing on the physiological and biochemical importance of nutrition to health, physical fitness, and sports.

316 FOOD SCIENCE 3 F*HEC 213, CHE 110, and 112 req. Materials charge optional.*

Experimental approach to principles underlying food preparation.

318 FOODSERVICE MANAGEMENT 3 F*HEC 103, 213 req. Materials charge optional.*

Management of commercial foodservice systems: planning control systems, decision making, human considerations.

319 QUANTITY FOODS 3 FS*HEC 213 req. Materials charge optional. Field trips.*

Principles, techniques, and standards required to procure, store, and produce food in quantity for institutional and commercial feeding.

320 PRESENTATION AND DEMONSTRATION TECHNIQUES 2 F*Incl Clin Exp. Materials charge optional.*

Techniques and standards for demonstrations in various areas of home economics.

322 FLAT PATTERN DESIGN 3*HEC 220 or equiv req. Materials charge optional.*

Making garment patterns by the flat pattern method.

323 ADVANCED TEXTILES 3*HEC 225 req. Lecture and lab. Materials charge optional.*

Developments in the textile field, particularly man-made fibers and their products. Textile-testing techniques.

324 DRAPING AND DESIGN 3*HEC 220 req. Materials charge optional.*

Interpretation of garment designs in fabric by means of the draping procedure.

325 TAILORING 3 F*HEC 220 req. Materials charge optional. Formerly HEC 221.*

Comparative study and construction of suits and coats using recognized techniques that insure professional products.

326 FITTING AND ALTERATION 3*HEC 220 or equiv req. Materials charge optional.*

Investigation and comparison of various methods of fitting and altering garments and patterns to achieve an acceptable effect.

327 CLOTHING AND BEHAVIOR 3*HEC 226; SAS 106 or PSY 111 req. Materials charge optional.*

Factors that influence behavior in respect to clothing selection and use. Emphasis on research.

328 ECONOMICS OF FASHION 3*HEC 226 and ECO 101 req.*

Fashion as an economic force. Fashion's influence on production distribution and consumption of textiles and clothing.

330 DECISION-MAKING FOR CONSUMERS 3

F,S

Also offered as BEA 330.

Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, life style, consumer protection, leisure, and achieving financial security.

331 CONSUMER MATERIALS 3*HEC 103 req.*

Application and evaluation of consumer information sources.

333 FAMILY AND CONSUMER PUBLIC POLICY 3

S

BEA 333 req; 233 rec.

Public and private sector programs serving human needs; role of the home economist in the public policy arena.

338 HISTORY OF FURNISHINGS AND INTERIORS 3

S

HEC 104 rec. Materials charge optional.

Furnishings and interiors from antiquity to the late 19th century.

340 APPLIED INTERIOR DESIGN 4*HEC 225, 242 req. Materials charge optional. Lecture and lab.*

Principles in designing interior environments to meet human needs. Laboratory devoted to development of renderings and presentations for portfolios.

343 CONSUMER HOUSING ALTERNATIVES 3

F

HEC 244 req. Field trips req. Materials charge optional.

Facts, concepts, and perceptions regarding the housing alternatives confronting consumers seeking housing commensurate with current needs and future demands.

345 ENVIRONMENTAL DESIGN AS A PROFESSION 2

S

HEC 340 req. Materials charge optional.

Professional principles and practice of interior design careers, including systems, forms, and logistics of money and materials.

346 ENVIRONMENTAL LIGHTING 2 F*HEC 244 req.*

The design of the luminous environment. Emphasis on lighting methods, lighting system elements, and energy conservation.

347 HUMAN FACTORS IN INTERIOR ENVIRONMENTS 2*HEC 244 req.*

Functional and aesthetic aspects of interior environments. Emphasis on interface between man-made environments and humans. Needs of special populations addressed.

361 FASHION HISTORY 3 F*HEC 226 req. Materials charge optional.*

Fashion from antiquity through the nineteenth century, with emphasis on apparel of the western world.

362 TWENTIETH CENTURY FASHION 3 S*HEC 226 req; 361 rec. Materials charge optional.*

Twentieth century fashions: the personalities and cultural forces that influence them.

365 DESIGN STUDIO 3

S

HEC 340 and ART 352, or HEC 228 and two from the following: HEC 322, 324, 325, 326 req. Materials charge optional.

Advanced problem solving in apparel or environmental design.

368 FASHION PROMOTION 3 F,S
HEC 226, ART 103 req. Materials charge optional.
 Apparel merchandising techniques with emphasis on visual merchandising, advertising, fashion shows, and related promotional activities.

369 FASHION MERCHANDISING 3 F
*HEC 226, MKT 230, MQM 220 req. Field trips req.
 Materials charge optional.*

Management and operation of apparel retail firms with emphasis on store organization, salesmanship, inventory control, retail buying, and retail mathematics.

370 RESIDENTIAL DESIGN STUDIO 4
*HEC 218, 340; ART 352 req. Field trips req. Materials
 charge optional.*

Analysis of the total residential environment, applying elements and principles to projects. Emphasis on functional uses of form and space.

**375 NON-RESIDENTIAL
 DESIGN STUDIO 4**

HEC 370 req. Materials charge optional.

Studies of design theory, division space, and equipment of non-residential interiors to meet the physiological and psychological requirements of the persons involved.

**380 ORGANIZATION AND ADMINISTRATION
 OF VOCATIONAL COOPERATIVE
 EDUCATION PROGRAMS 3**

*Also offered as AGR 380, BEA 380, and IT 305. Incl
 Clin Exp.*

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

**382 COORDINATION TECHNIQUES OF
 COOPERATIVE VOCATIONAL
 EDUCATION PROGRAMS 3**

*Also offered as AGR 382, BEA 382, and IT 306. Incl
 Clin Exp.*

Coordination techniques needed for high school and post-secondary teacher coordination in integrating classroom activities with daily employment.

**394 HEALTH ASPECTS
 OF AGING 3 S**

SAS 211 or cons inst req. Also offered as HSC 394.

Characteristics of the aging process and factors influencing adaptations and the quality of living.

**398 PROFESSIONAL PRACTICE:
 HOME ECONOMICS 1-4 F,S,Summer**

Jr-sr stand (74 hrs) req; 100 percent core and 50 percent sequence req; 2.2 overall GPA on date of application req. May be repeated once. See adviser for additional sequence reqs. Placement is not guaranteed. Prior approval of dept chair req. Materials charge optional.

Planned and supervised work experience in government, community, business, or industry.

**398.01 PROFESSIONAL PRACTICE:
 CHILD DEVELOPMENT AND
 FAMILY RELATIONSHIPS**

**398.02 PROFESSIONAL PRACTICE:
 CONSUMER SERVICES**

**398.03 PROFESSIONAL PRACTICE:
 FOOD-NUTRITION OR DIETETICS**

**398.04 PROFESSIONAL PRACTICE:
 HOUSING AND ENVIRONMENTAL
 DESIGN**

**398.05 PROFESSIONAL PRACTICE:
 FASHION MERCHANDISING**

INDUSTRIAL TECHNOLOGY (IT)

211 Turner Hall, (309)-438-3661

Chairperson: C. Daniel Miller.

Tenured/Tenure-track Faculty: Distinguished Professor: Loepp. Professors: Anderson, Francis, Lockwood, L. Miller, Pendleton, Quane, Talkington, Weede, Zook. Associate Professors: Brauchle, Campbell, Liedtke, C. Miller, Wamble, Wiens. Assistant Professors: Brown, Fryda, Nelsen, Steck, Stier, Winterberger, Young.

Other Faculty: Lecturers: Edwards, Gudeman, Hibma, McBurney, Olmsted, Smith.

Industrial Technology is defined as the creative, systematic application of knowledge utilizing human and natural resources involving tools, equipment, techniques, processes, procedures, scientific principles, and management skills to produce and distribute goods, services and information to cope with change or to control environmental conditions and their effect on society and culture.

Industrial Technology students are required to select one of the following sequences: General Technology, Construction Technology, Energy and Power Technology, Graphic Communication Technology, Manufacturing Technology, or Industrial Education.

The academic standards of the University apply to all students enrolled in the Department of Industrial Technology. The following additional standard applies to students enrolled as majors in the department: after attempting 60 semester hours of college credits, a student must maintain a cumulative grade point average of at least 2.0 to be retained as a major in the department.

Honors in Industrial Technology Degree Programs: The Department offers honors work in the different departmental programs to majors who have completed 60 semester hours with a cumulative 3.5 GPA. Students interested in the program should see departmental honors advisers. Requirements for honors for the Industrial Technology Honors program are available in the Departmental Office (210 Turner Hall).

Students who are majoring in Industrial Technology may enroll in sections of courses labeled *Majors Only*. General students and all other majors should select sections of courses that are not designated for *Majors Only*.

Non-business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

Technology Programs

Degree Offered: B.S.

NOTE: Only core courses (IT 100, 190.01, 190.02, 191.01, 191.02, 192.01, 192.02, 194.01, 194.02, 210, 271; ACS 155.02, 164, or 168; CHE 110/112; PHY 105; PSY 111, 230; and MAT 120 or 110 or 145 if applicable for the Major) may be used to meet the requirements for a double major or minor in Industrial Technology.

INDUSTRIAL TECHNOLOGY MAJOR

General Technology Sequence

The General Technology Sequence is a technically-oriented curriculum related to the processes, products, and problems of industry with respect to the technologies of con-

struction, energy, graphic communication, or manufacturing with the opportunity to specialize in a technical concentration. Students are required to complete a second major or a minor in order to increase their breadth and employability. The technical concentration and second major or minor selected depends on the goals of the student.

- 55 hours required, of which 12 satisfy University Studies requirements.
- Students must complete a minor or another major.
- Required courses: IT 100, 210, 271, 311; MAT 120 or 110 or 145; PSY 230.
- 21 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 190.01, 190.02, 191.01, 191.02 192.01, 192.02, 194.01, 194.02, 211, 212, 213, 216, 221, 222, 224, 230, 233, 234, 240, 241, 242, 244, 250, 251, 253, 261, 262, 263, 266, 284, 285, 292, 312, 313, 322, 323, 324, 331, 334, 345, 352, 365, 367, 384, 385, 388.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

Construction Technology Sequence

Construction Technology is a study of the conversion of raw and standard manufactured materials into shelters, enclosures, containments, surfaces, and structural apparatus to minimize energy consumption; special consideration is given to the utilization of renewable energy sources. The construction process utilizes effective design and fabrication techniques through the application of planned management systems. A knowledge of labor, materials, site-development, construction procedures, construction contracts, and capital is required. The goal of this sequence is to prepare construction management professionals capable of managing construction projects to completion from plans prepared by architects and engineers.

- 73 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100; 4 hours from 190.01, 190.02, 191.01, 191.02, 192.01, 192.02; 194.01, 194.02, 210, 271, 311; 394 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 120 or 110 or 145; PSY 230.
- 23 hours of additional courses: IT 211, 221, 222 or 322, 292, 312, 323, 324, 365, and 367.
- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

Energy and Power Technology Sequence

Energy and Power Technology is a study of the creative, systematic application of knowledge using human and material resources involving tools, equipment, techniques, processes, scientific principles and management skills to perform work related to the production, transportation, distribution, and utilization of economic goods and services through the conversion, transmission, storage utilization, and control of energy. In-depth knowledge in one of the following areas is required: automotive, electronics, energy systems, or industrial process control. The goal of this sequence is to prepare professionals who can analyze a system that utilizes energy and then recommend and/or take corrective action to cause the system to operate with less energy.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100; 4 hours from 190.01, 190.02, 192.01, 192.02, 194.01, 194.02; 191.01, 191.02, 210, 271, 311; 391 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 120 or 110 or 145; PSY 230.

- 23 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 211, 216, 233, 240, 241, 242, 244, 261, 262, 263, 264, 265, 266, 267, 268, 284, 285, 342, 344, 345, 346, 361, 365, 367, 368, and 383.

- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

Graphic Communication Technology Sequence

Graphic Communication Technology is the creative, systematic application of knowledge, utilizing human resources, natural resources and manufactured material involving industrial tools and equipment, computers, techniques, processes, procedures, scientific principles, and means for organizing work to produce, distribute, store and retrieve information and decorative material to help humans cope with change and/or understand their society. In-depth knowledge of one of the following areas is required: computer systems, drafting, or graphic arts. The goal of this sequence is to prepare persons to enter industry as technicians, mid-managers and/or technical sales personnel.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100, 190.01, 190.02; 4 hours from 191.01, 191.02, 192.01, 192.02, 194.01, 194.02; 210, 271, 311; 390 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 120 or 110 or 145; PSY 230.
- 23 hours of additional courses. Students interested in Drafting or Graphic Arts should select 23 hours from the following courses: IT 211, 212, 213, 216, 221, 224, 233, 240, 241, 250, 251, 253, 254, 261, 263, 284, 285, 292, 315, 319, 349, 351, 352, 353, 354, 365, 367, and 383. Students interested in Industrial Computer Systems should select 23-25 hours from the following: (216, 315, and 319) or (284, 315, and 383) and (212, 213, 250, and 352) or (211, 221, 322, 323 and 365 or 367) or (233, 285, 292, and 331) or (240, 244, 263, and 345).
- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

Manufacturing Technology Sequence

Manufacturing Technology is a study of the systematic changes in the form and/or utility of matter involving human and natural resources to produce economic goods and the impact of this activity on society and the environment. Changes include separating, forming, and/or combining matter and energy through the use of tools, equipment, microprocessors, scientific principles and management skills to alter their characteristics, properties, uses and values. In-depth knowledge in one of the following technologies is required: plastic, metal, or wood technology. Students have the opportunity to develop competencies in the use of CAD/CAM systems. The goal of this sequence is to prepare supervisory personnel for the manufacturing industry.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100; 4 hours from 190.01, 190.02, 191.01, 191.02, 194.01, 194.02; 192.01, 192.02, 210, 271, 311; 392 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 120 or 110 or 145; PSY 230.
- 23 hours of additional courses (students are advised to select a technical concentration and related courses with the help of an adviser): IT 216, 224, 230, 233, 234, 240, 263, 284, 285, 292, 312, 313, 315, 319, 331, 334, 383, 384, 385, 387, and 388.
- 3 hours of IT electives.

- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

Industrial Education Sequence

Industrial Education is the development of cognitive, psychomotor, and affective skills related to: (1) the use of tools, materials, processes, resources, techniques, scientific principles, work (skill and organization) products, and their impact on society. These elements are studied in the context of the technologies of energy utilization, production, communication and transportation; (2) the professional competencies of planning, executing and evaluating instruction. Part of entitlement program leading to certification: Secondary 6-12.

- 94 hours required, of which 18 satisfy University Studies requirements and 26 satisfy Professional Education requirements.
- Required courses: IT 101, 190.01, 190.02, 191.01, 191.02, 192.01, 192.02, 194.01; IT 203 which must be taken concurrently with student teaching; IT 210, MAT 109 (or 107 and 108, or 120, or 110, or 145).
- 20 hours of additional IT courses; at least 8 hours in two of the following areas: Communication Technology, Energy Utilization Technology, Production Technology or Transportation Technology with a GPA of 2.8 in these courses.
- University Studies courses required: ACS 140 or 155 or 164 or 168; 6 hours in CHE and/or PHY; HIS 135 or 136 or 137; POS 105; PSY 111.
- 26 hours Professional Education courses: PSY 215; C&I 200 (8 hrs) or C&I 200.01 and 200.02 or 216 and 200.03 and 200.04 or SED 218 (8 hrs); EAF 228 or 231 or 235; STT 399.33 (12 hours).

INDUSTRIAL TECHNOLOGY MINOR

- 33 hours required, of which 10 satisfy University Studies requirements.
- Required courses: IT 100, HSC 171 (US-7); 4 hours from 190.01, 190.02, 191.01, 191.02, 192.01, 192.02, 194.01, and 194.02; IT 210, 311, MAT 120 or 110 or 145).
- 7 hours of additional courses from: IT 211, 212, 213, 221, 224, 233, 234, 240, 242, 250, 251, 261, 262, 285, 312, 313, 331, 365, 367, 384, and 385.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110/112 or PHY 105.

Industrial Technology Courses

100 INTRODUCTION TO INDUSTRIAL TECHNOLOGY 1 F,S

Materials charge optional.

Study of Industrial Technology, programs in the department, and career opportunities in industrial education, industrial technology and safety.

101 INTRODUCTION TO TEACHING IN INDUSTRIAL EDUCATION 2 F,S

Incl Clin Exp.

Observation, identification, and execution of selected tasks typically performed by industrial education teachers.

110 INTRODUCTION TO MICROCAD 1 F,S

Materials charge optional. Not for cr maj/min.

Computer-assisted drawing using microCAD software to introduce basic command usage and procedures for graphic representation and drawing creation.

163 AUTOMOTIVE FUNDAMENTALS 2

Not for credit maj/min except minor in Traffic and Safety. Materials charge optional.

Theory and laboratory experiences in maintenance and repair of automobile components; emphasis on preventative maintenance.

190.01 INTRODUCTION TO INDUSTRIAL COMPUTER APPLICATIONS 2 F,S

Materials charge optional. Not for credit if had IT 190.

Study and basic use of methods, materials, software, and equipment used in industrial design, data analysis and presentation, and automation.

190.02 INTRODUCTION TO GRAPHIC ARTS PROCESSES 2 F,S

Not for credit if had IT 190. Materials charge optional.

Introduction to major printing processes, materials, equipment, and the preparation of image designs for production.

191.01 ELECTRICAL TECHNOLOGY 2 F,S

Not for credit if had IT 191. Materials charge optional.

Basic fundamentals including the production, control, and conversion of electrical energy.

191.02 POWER TECHNOLOGY 2 F,S

Not for credit if had IT 191. Materials charge optional.

Principles of heat engines, fluid power and mechanical power systems related to energy source conversion, transmission, control, and utilization.

192.01 INTRODUCTION TO MANUFACTURING PROCESSES 2 F,S

Not for credit if had IT 192. Materials charge optional.

Study and practice of basic manufacturing processes, including forming, casting, separating, joining, conditioning, and finishing.

192.02 INTRODUCTION TO MANUFACTURING MANAGEMENT 2 F,S

Not for credit if had IT 192. Materials charge optional.

An introduction to manufacturing organization and management, with lab.

194.01 CONSTRUCTION PROCESSES AND MATERIALS 3 F,S

Not for credit if had IT 194. Materials charge optional.

Common construction practices; selection and utilization of materials.

194.02 CONSTRUCTION EQUIPMENT OPERATION AND SAFETY 2 F,S

Materials charge optional.

Selection and use of construction equipment used in the construction, manufacturing, servicing, and maintenance industries, with emphasis on safety.

203 COMPETENCIES FOR TEACHING 4 S

IT 101 req. C&I 200 (6 hours) or C&I 200.03 (grade of C or better req.). Incl Clin Exp. Conc reg in Student Teaching and Adm to Teacher Ed req.

Curriculum planning, teaching, and evaluation strategies, and professionalism for industrial education teachers.

208 PERSPECTIVES IN TECHNOLOGY 3 US-7 F,S

Soph stand req.

Introduction to industrial technology systems, their characteristics and development, how they shape and are shaped by society and culture, and resulting major issues.

210 TECHNICAL DRAFTING 4 F,S
MAT 120 or 110 or 145 or conc reg req. Not for credit if had IT 210.01. Materials charge optional.

Graphic tools, techniques, and processes; CAD systems, drafting machines, and printing equipment used in the development and representation of industrial products.

211 ARCHITECTURAL DRAFTING 4 F,S
MAT 120 or 110 or 145 or conc reg req. Materials charge optional.

Problem approach to architecture; emphasis on residential planning and construction. Laboratory devoted to development of working drawings.

212 MACHINE DESIGN 3 F
IT 210 or demonstrated equiv competencies req. Materials charge optional.

Theoretical principles and conventional practices used in the design of machines and machine elements.

213 GRAPHICAL ANALYSIS FOR DESIGN 4 S
IT 210 or demonstrated equiv competencies req. Materials charge optional.

Graphical techniques used to design, analyze, and produce product designs for manufacturing and construction. Includes computer modeling.

216 COMPUTER-AIDED DESIGN AND DRAFTING 3 F,S
IT 210, ACS 155 or 164 or 168 req. Materials charge optional.

Use, evaluation, and development of computer-aided design and drafting (CAD/D) software, hardware, and systems.

221 CONSTRUCTION MANAGEMENT 4F,S
MAT 120 or 110 or 145 or conc reg; IT 194.02 or conc reg; IT 194.01 or 211, or HEC maj req. Materials charge optional.

Principles and practices of construction. Materials and methods used to build and enclose sub- and super-structures. Utility systems.

222 MECHANICAL SYSTEMS FOR BUILDINGS 3 F
IT 191.01, 194.01 req. MAT 120 or 110 or 145 or conc enrollment or demonstrated equiv knowledge req. Materials charge optional.

Introduction to design and operation of heating, ventilating, air conditioning, solar, and plumbing systems, equipment, materials, methods, and codes.

224 WOOD PROCESSING TECHNOLOGY 4 F,S
MAT 120 or 110 or 145 or conc reg. IT 192.01 req. Materials charge optional.

Study and practice of wood processing technology, including seasoning, preservation, cutting, forming, fastening, and finishing of wood.

230 METALS FABRICATION AND CASTING PROCESSES 3 F,S
IT 192.01 req. Materials charge optional.

Basic theory and practice in hot and cold metal-working processes including forming, casting, and joining.

233 MACHINE TOOL TECHNOLOGY 4 F,S
MAT 120 or 110 or 145 or conc reg, IT 192.01 rec. Materials charge optional. Formerly MACHINE TOOL TECHNOLOGY I.

Basic machine tool theory and practice; saws, drilling machines, lathes, shapers, milling machines, surface grinders, metrology, heat treatment.

234 NUMERICAL CONTROL IN MANUFACTURING 3 F,S
IT 192.01 or 192.02, ACS 155 or demonstrated equivalent competencies req.

The study of numerical control languages and equipment.

240 AC/DC CIRCUIT ANALYSIS 4 F,S
MAT 120 or 110 or 145 or conc reg. IT 191.01 req. Materials charge optional. FORMERLY ELECTRICAL TECHNOLOGY.

AC/DC electrical and magnetic circuits, emphasizing passive components both resistive and reactive.

241 ELECTRICAL/MECHANICAL DEVICES 3 F
IT 240 req. Formerly ELECTRICAL MACHINERY.

Operation, characteristics, applications, and control of AC/DC electro-mechanical devices.

242 LINEAR ELECTRONICS 4 F,S
IT 240 or demonstrated equivalent competencies req. Materials charge optional. Formerly ELECTRONICS TECHNOLOGY.

Operation, characteristics and applications of linear solid state devices, discrete and integrated.

244 DIGITAL ELECTRONICS 3 S
IT 240 or demonstrated equiv competencies req. Materials charge optional. Formerly SEMICONDUCTOR ELECTRONICS.

Operation, characteristics, and applications of discrete and integrated solid state devices in selected digital circuits.

250 THE GRAPHIC ARTS PROCESSES 4 F,S
MAT 120 or 110 or 145 or conc reg, IT 190.02 req. Art major or demonstrated equiv competencies. Field trips. Materials charge optional.

Theory and practice in basic relief, lithography, screen process, intaglio, photography and many support technologies.

251 GRAPHICS ARTS TECHNOLOGY 4 F,S
IT 250 req or demonstrated equiv competencies. Field trips. Materials charge optional.

Technological trends in copy preparation, continuous tone copy, process photography, negative assembly, image carriers, ink transfer and finishing operations.

253 PHOTOMECHANICAL PROCESSES 3 F
IT 250 req or demonstrated equiv competencies. Materials charge optional.

Design, layout, camera ready copy preparation, and process photography, including halftone, duotone, and special effects, for graphic reproduction.

254 CONTINUOUS TONE COPY PREPARATION 3 S
IT 250 or demonstrated equiv competencies req. Materials charge optional.

Preparation of continuous tone copy in black and white and color for graphic reproduction.

261 AUTOMOTIVE POWER PLANTS 4 F,S
MAT 120 or 110 or 145 or conc reg, IT 191.02 req. Materials charge optional.

Theory and laboratory experiences in function, rebuild maintenance and adjustment of automotive type engines.

262 AUTOMOTIVE ELECTRICAL SYSTEMS 4 F,S
MAT 120 or 110 or 145 or conc reg, IT 191.02 req. Materials charge optional.

Operating principles, applications, diagnosis, and repair of automotive electrical systems and components.

263 FLUID POWER MECHANICS 3 F,S
*MAT 120 or 110 or 145 or conc reg, IT 191.02 req.
 Materials charge optional.*

Operating principles and applications of hydraulic and pneumatic components, power systems, and control systems.

264 AUTOMOTIVE CHASSIS SYSTEMS 3 F
*MAT 120 or 110 or 145 or conc reg, IT 191.02 req.
 Materials charge optional.*

Theory, repair, alignment or adjustment of front and rear suspensions, manual transmissions, rear axles, steering mechanisms, and brakes.

265 AUTOMOTIVE DRIVE TRAINS 4
*MAT 120 or 110 or 145 or conc reg, IT 191.02 req.
 Materials charge optional. Formerly AUTOMOTIVE AND MOBILE FLUID POWER SYSTEMS.*

Operating principles, adjustment and diagnosis of clutches, manual and automatic transmissions, and drive axles.

266 PHOTOVOLTAIC TECHNOLOGY 2 F
IT 240 or conc reg req.

Theory, applications, system designs, system components, and laboratory practices of photovoltaic systems.

267 AUTOMOTIVE AIR CONDITIONING AND ACCESSORIES 4 Summer
*IT 191.02; MAT 120 or 110 and 145, or conc reg req.
 Materials charge optional.*

Design, application, operating principles, testing, diagnosis, and adjustment of automotive air conditioning and accessories.

268 MECHANICAL TECHNOLOGY 3 F
IT 191.02; MAT 120 or 110 or 145 req.

Introduction to the operation of mechanisms, linkages, and transmission and control of mechanical energy with an emphasis on industrial systems.

284 TECHNICAL COMPUTER APPLICATIONS 3 F,S
*IT 190.01; ACS 155, 164, or 168 or cons inst req.
 Formerly IT 386. Materials charge optional.*

Principles and applications of digital computers in the solution of industrial production and control problems.

285 INDUSTRIAL PLASTICS 4 F,S
*MAT 120 or 110 or 145 or conc reg, IT 192.01 req.
 Materials charge optional.*

Resins, processing, fabrication; injection molding, extrusion, rotational molding, foaming, thermoforming, identification and testing.

292 MATERIALS TECHNOLOGY 4 F,S
IT 192.01 req. Materials charge optional.

Destructive and nondestructive testing procedures for determining mechanical, physical, and other properties of ceramics, metals, and polymers.

304 JOB ANALYSIS 3
Techniques and procedures for analyzing jobs for efficiency of human talent and enhancement of certain human values.

305 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 F,S
Also offered as AGR 380, BEA 380, and HEC 380. Incl Clin Exp.

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

306 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 S
Also offered as AGR 382, BEA 382, and HEC 382. Incl Clin Exp.

Coordination techniques needed for high school and post-secondary teacher-coordinators in integrating classroom activities with daily employment.

307 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3 F,S
Also offered as SED 380. Materials charge optional.

Diagnosis and instruction of exceptional children who are placed in occupational education. Synthesizing employment and education for exceptional children.

308 TECHNOLOGY AND CULTURE 3
IT 208, honor student status, or demonstrated excellence in a related field req.

The impact of contemporary technology upon individuals, society, and culture.

311 MANAGING INDUSTRIAL OPERATIONS 3 F,S
Completion of 75 hrs req.

Principles, practices, and methods used to plan, organize, and manage a sequence of industrial operations used to produce a product.

312 FACILITIES PLANNING 2 F,S
MAT 120 or 110 or 145 req. Jr standing req.

Industrial/manufacturing facilities planning including space requirements, machine arrangements, flow lines, and environmental features.

313 STATISTICAL QUALITY CONTROL 2 F,S
MAT 120 or 110 or 145 req; 12 hrs in an IT sequence req.

Inspection and sampling techniques, statistical process control, machine capability, and control charts used in industry.

315 COMPUTER-AIDED DESIGN AND MANUFACTURING 3 S
IT 216 or 284 or 331 req.

Principles and management practices used in integrated design and manufacturing processes. Includes CAD, CAM, robotics, and other major CIM components.

319 COMPUTER GRAPHICS 3 F,S
IT 210, 216, or demonstrated equiv competencies and completion of 75 hrs req.

Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

322 BUILDING CODES AND INSPECTION 2 S
IT 194.01 or 211 req.

Model construction codes and the application and administration of minimum standards for public safety.

323 CONSTRUCTION COST ANALYSIS 2 S
IT 194.01 or 211 req. Materials charge optional.

Estimating costs in the light-frame construction industry.

324 MASONRY MATERIALS AND CONSTRUCTION 2 F,S
IT 194.01 and 221 req. Materials charge optional.

Principles, practices, and materials with emphasis on strength, mixtures, techniques, and handling procedures.

331 ADVANCED MACHINE TOOL TECHNOLOGY 4	F,S
<i>IT 233 req. Materials charge optional. Formerly MACHINE TOOL TECHNOLOGY III.</i>	
Theory and practice of production machine set ups; numerical control programming and operation; and electrical discharge machining (EDM) technology.	
334 AUTOMATION SYSTEMS IN MANUFACTURING 3	F,S
<i>IT 234 or demonstrated equiv competencies req. Materials charge optional.</i>	
Principles, techniques, and applications of numerical control programming and automation methods to materials handling, assembly, inspection/testing, and material processing.	
342 COMMUNICATIONS ELECTRONICS 4	S
<i>IT 242 req. Materials charge optional.</i>	
Operation and characteristics of electronic circuits and devices employed in communication systems.	
344 INSTRUMENTATION ELECTRONICS 4	F
<i>IT 242 req. Materials charge optional.</i>	
Operation, characteristics, calibration, and maintenance of electronic circuits and devices employed in selected electronic instruments.	
345 INDUSTRIAL PROCESS CONTROL 3	
<i>IT 263, 240 and ACS 155 or demonstrated equivalent competencies req. Materials charge optional.</i>	
Reprogrammable and pneumatic logic automated control systems for industrial production processes.	
346 MICROPROCESSOR SYSTEMS 4 F,S	
<i>ACS 155.02, IT 244 req. Materials charge optional.</i>	
Theory and application of the internal workings of microprocessors, microcomputers, and special application microprocessors.	
349 TECHNICAL WRITING II 3	F,S
<i>ENG 249 or grad stand req. Also offered as ENG 349.</i>	
Instruction and practice in editing, proposals, and analytical writing; attention given to style manuals, research writing, and (as needed) publication.	
351 IMAGE CARRIERS AND IMAGE TRANSFER 3	S
<i>IT 250 or demonstrated equiv competencies and completion of 75 hrs req. Field trips. Materials charge optional.</i>	
Theory and laboratory practice in negative assembly, and plate making, proofing and press systems.	
352 CHARACTER GENERATION 3	F
<i>IT 250 or demonstrated equiv competencies and completion of 75 hrs req. Materials charge optional.</i>	
Theory, laboratory practice on computerized photographic, digital, and laser imagesetting equipment. Input and editing concepts are included.	
353 COLOR SEPARATION 3	S
<i>IT 253 or demonstrated equiv competencies and completion of 75 hrs req. Field trips. Materials charge optional.</i>	
Theory of color; modern color separation methods, including laser scanning; fake color; transmission and reflection copy; color correction; additive and subtractive color.	

354 GRAPHIC ARTS MANAGEMENT 3 F
<i>IT 250 or demonstrated equiv competencies and completion of 75 hrs req. Field trips.</i>
Management of the graphic arts industrial organization including human resources, physical assets, and efficient production of graphic communications products.
361 MOTOR VEHICLE DIAGNOSIS 3 S
<i>IT 262 req. Materials charge optional.</i>
Motor vehicle systems diagnosis; emphasis on electrical and fuel and emission systems.
365 SOLAR HEATING AND COOLING TECHNOLOGY 3 F
<i>IT 191.01 or 191.02 or 211 or 221 or cons inst req. Materials charge optional.</i>
Principles, theory, and laboratory practice in active solar systems for residential space and water-conditioning.
367 PASSIVE SOLAR TECHNOLOGY 4 S
<i>IT 191.01 or 191.02 or 211 or 221 or cons inst req. Materials charge optional.</i>
Principles, theory, and laboratory practice in passive solar applications.
368 ENERGY MANAGEMENT 3 S
<i>IT 240 req; IT 263 rec.</i>
Principles of efficient analysis, optimization, and control of energy usage with an emphasis on developing, implementing, and administering an industrial energy management program.
383 INDUSTRIAL COMPUTER INTERFACING 3
<i>IT 284 or ACS 255 or cons inst.</i>
Standardized communications hardware and protocols. Identification of existing standards and hardware and evaluation of specific interfacing needs.
384 PLASTICS MOLDING PROCESSES 4 S
<i>IT 285 req. Materials charge optional.</i>
Advanced theory and practice related to plastics molding, process control, molds and dies, and auxiliary equipment.
385 REINFORCED PLASTICS 4 F,S
<i>IT 285 req. Materials charge optional.</i>
Advanced theory, practical application of fiberglass, plastic resins, other materials in hand layup, spray up, filament winding and other common industrial techniques.
387 FORMING, EXPANDING AND FABRICATING PLASTICS 4 F
<i>IT 285 req. Materials charge optional.</i>
Advanced study of solid and cellular plastics used for product development involving thermoforming, foam molding, assembling, machining, and decorating.
388 PLASTICS PRODUCT DESIGN 4 S
<i>8 hours from IT 285, 384, 385, or 387. Materials charge optional.</i>
Designing plastic tooling, fixtures, and industrial consumer products.
390 MANAGEMENT AND DEVELOPMENT OF GRAPHIC COMMUNICATIONS DEVELOPMENT 4 F,S
<i>IT 311 and 9 sem hrs of advanced technical courses in one of the following specialties: Industrial Computer Systems, Design/Drafting, or Graphic Arts, or cons inst req. Field trips.</i>
Graphic communications systems management using advanced principles and techniques in the generation, storage, transmission, and reproduction of graphic images.

391 DEVELOPMENT AND MANAGEMENT OF ENERGY AND POWER SYSTEMS 4 F,S
IT 311, and 9 sem hrs of advanced technical courses in one of the following specialties: Automotive Tech, Energy Systems Tech, Electronics Tech, or Process Control Tech, or cons inst req.

Implementation of new technology in the design of energy and power systems. Includes budget, procurement, and personnel.

392 INDUSTRIAL PRODUCTION 4 F,S
IT 192.02 and 311 and 4 sem hrs of advanced technical courses in Wood, Metal, or Plastics Tech and sr stand or cons inst req. Materials charge optional.

Industrial Production systems including product, manufacturing, and plant engineering.

394 MANAGING ON-SITE CONSTRUCTION PRACTICES 4 F,S
IT 194.01 and 194.02. Students are personally responsible for trans to construction site. Formerly IT 321.

Practical experience of managing on-site development, material selection, scheduling, vendor relations, budgeting, and coordinating skilled trades for light frame construction.

398 PROFESSIONAL PRACTICE: INDUSTRIAL TECHNOLOGY 1-8 F,S
Jr-sr standing. Prior dept approval required. No more than 4 sem hrs may apply toward major. May be repeated. Max 16 hrs applicable toward graduation. 40 hours practice per credit hr of internship; 120 hours coop per credit hr.

Planned and supervised work/study experiences in local and state businesses, industries, and governmental agencies.

398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN TECHNOLOGY OF INDUSTRY

398.52 PROFESSIONAL PRACTICE: COOP IN TECHNOLOGY OF INDUSTRY

MILITARY SCIENCE DEPARTMENT (MSC)

ROTC Building, 205 North University, (309)438-5408

Chairperson: LTC Dennis M. Fitzgerald

Military Science (Army ROTC) is a program of instruction that provides college-trained officers for the US Army, the Army National Guard, and the US Army Reserve. Military Science courses enhance student education by providing unique leadership and management experiences which develop self-discipline, confidence, and oral communication skills. This educational enhancement is continued through the Professional Military Education program as advanced students are required to take one course in each of the following areas: military history, written communication skills, computer literacy, math reasoning, and human behavior. Participation in field trips may be required during each semester.

Program components provide instruction of a general nature concerning the Army and National Defense and can be taken without commitment or obligation to serve in the Armed Forces. The Army has a substantial scholarship program. Awarded on a competitive basis are State scholarships which pay full tuition and selected fees and Federal scholarships which pay full tuition and fees, a book allowance, and a living allowance of up to \$1,000 per year.

Non-scholarship cadets enrolled in the Advanced Course also receive a living allowance of up to \$1,000 per year. Students not desiring a commission in the U.S. Army, Army National Guard, or the U.S. Army-Reserve are eligible to enroll in Military Science courses but are not eligible for the Federal/State scholarships or living allowance. They are, however, eligible for the Minor in Military Science.

The four-year Military Science program is divided into two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken in sequence by students in their freshman and sophomore years. It may be compressed into two or three semesters by enrolling in more than one course during a given semester. Successful completion of the Basic Course enables a student to enroll in the Advanced Course which includes a paid six-week period of summer training (ROTC Advanced Camp).

Although students normally become eligible for the Advanced Course through completion of the Basic Course, other options exist. Students who qualify can choose to attend a six-week paid ROTC Camp Challenge held during the summer at Fort Knox, Kentucky. Advanced placement may be extended to eligible veterans and to selected members of the National Guard and Army Reserve. To qualify, students must have successfully completed 30 credit hours at the University level, meet Army physical standards, and have a cumulative minimum GPA of 2.0. In both the Basic and Advanced Courses, uniforms, military science textbooks, and materials are furnished without cost to the student.

MINOR IN MILITARY SCIENCE

— 34 hours required.

- Admission into the Military Science Minor Program is by permission of the Chairperson of the Military Science Department following a special interview concerning eligibility and entry requirements. Interested students should make arrangements for an interview with the Chairperson of the Military Science Department as early as possible but not later than the second semester of their sophomore year.
- Prerequisites (4 hours): MS 111 and 112; or satisfactory completion of Army Reserve Officers' Training Corps (ROTC) Basic Camp (may be taken for credit as MS 203); or proficiency as approved by the Chairperson of the Military Science Department.
- Required courses (11 hours): MS 220, 221, 240, 241.
- History (3 hours): HIS 278 or 279.
- Written Communications (3 hours): ENG 145, 247 or 249.
- Human Behavior (3 hours): PSY 111, 112, 131; SAS 106 or 131.
- Computer Literacy (3 hours): ACS 140, 150, or 155.
- Math Reasoning (3 hours): MAT 105, 106, 120, or 121.
- Physical Education (4 hours): HPR 146 (Repeated 4 times concurrent with MS 220, 221, 240 and 241).

Military Science Courses

101 INTRODUCTION TO MILITARY SCIENCE 1 F,S

Introduction to organization, mission, functions, and customs of the Army; includes military life and customs and an introduction to United States defense establishment.

102 INTRODUCTION TO LEADERSHIP AND TACTICS 1 S

An introduction to Military Leadership and the fundamentals of tactics as employed by squad and platoon-sized units.

111 LAND NAVIGATION 2 S
Map reading fundamentals; application of land navigation principles as applied to military maps using the lensatic compass and terrain association.

112 INTRODUCTION TO MILITARY LEADERSHIP 2 F
Introduction to principles, responsibilities, techniques of military leadership and problems of leadership in the military environment.

200 LEADERSHIP LABORATORY 0 F,S
Reg in AROTC Advanced Course req.

Provides development by practical application of the student's leadership characteristics through progressive training in leadership, drill, and command.

220 DEVELOPMENT OF AMERICAN MILITARY LEADERSHIP 3 F

Provides general knowledge and appreciation of the development of American military leadership from colonial times to the present.

221 MILITARY OPERATIONS 3 S

Reg in AROTC Advanced Course or cons inst req.
Application of principles of offensive and defensive combat; analysis of divisional unit and mission accomplishment methods.

240 MILITARY LAW AND ADMINISTRATIVE MANAGEMENT 3F

Reg in AROTC Advanced Course or cons inst req.
Fundamental concepts of military justice; principles of courts-martial and non-judicial punishment; staff principles and procedures in the Army organizational structure.

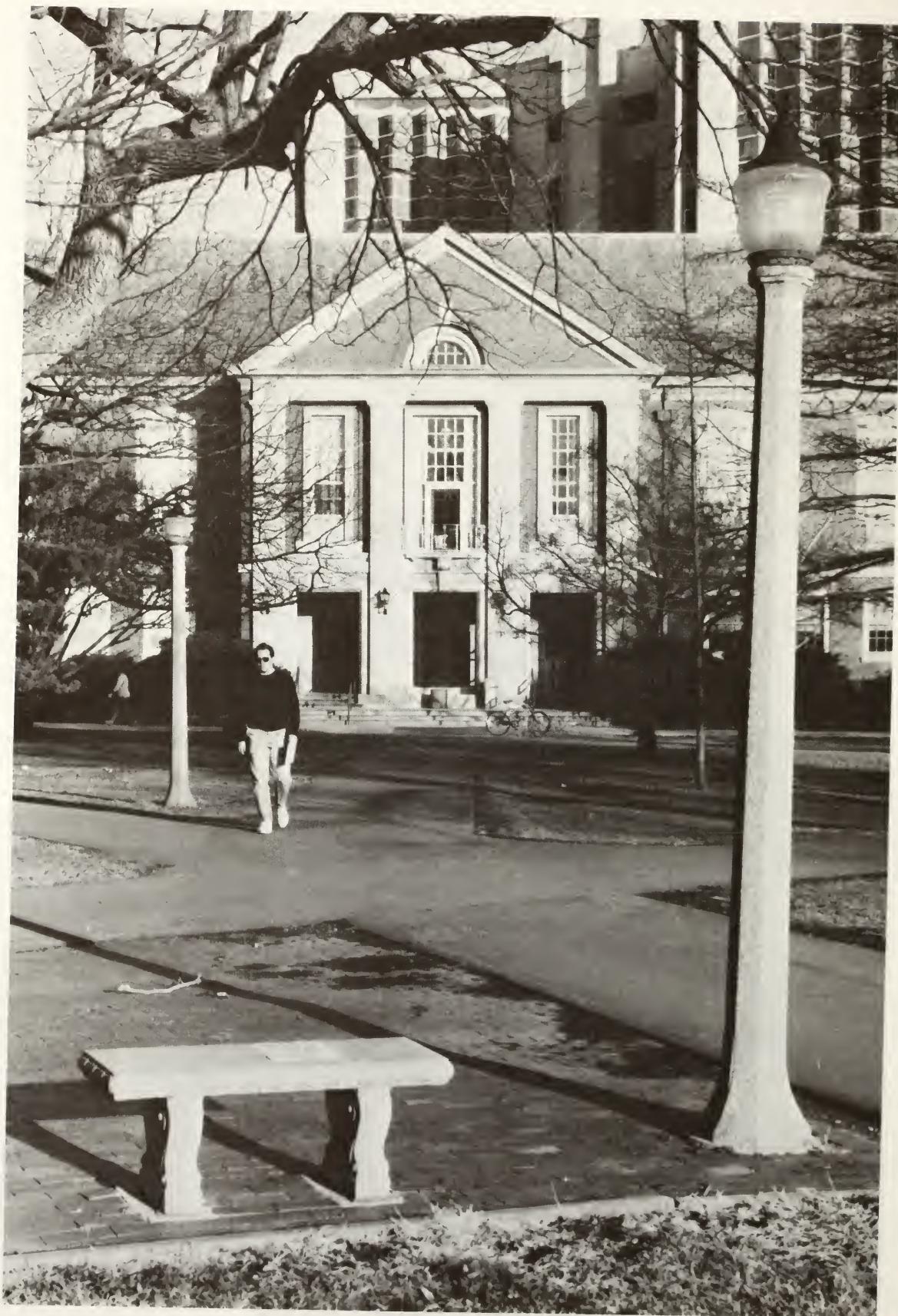
241 MILITARY PROFESSIONALISM AND RESPONSIBILITY 2 S

Reg in AROTC Advanced Course or cons inst req.
Introduction to professionalism and military professional responsibility.

242 ROTC ADVANCED CAMP 6 Summer

Reg in AROTC Advance Course req. Cr/No Cr only.
Instruction and practical application in field training, demonstration of leadership capabilities, and leadership opportunities of problem analysis, decision making, and troop-leading. Training is presented off campus.





COLLEGE OF ARTS AND SCIENCES

Dean: Virginia L. Owen, 141 Stevenson Hall.

The College of Arts and Sciences provides the opportunity for a liberal education in addition to the attainment of career-oriented skills. The College includes the Departments of Biological Sciences, Chemistry, Communication, Economics, English, Foreign Languages, Geography-Geology, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Anthropology and Social Work, and Speech Pathology-Audiology. The College offers the core of the University Studies program required of all undergraduates, a wide range of academic major and minor programs for meeting baccalaureate degree requirements, master's programs in most disciplines and doctoral programs in Biological Sciences, Economics, English, History, and Mathematics. Course offerings span the humanities, social and behavioral sciences, natural sciences, and mathematics.

ARTS AND SCIENCES PROGRAMS

General Studies Major: Arts and Sciences Sequence

This program is one of the sequences included in the General Studies Major. See the General Studies Major for admission procedures. For further information, contact the Academic Advisement Center, Julian 210.

The Arts and Sciences Sequence is designed for students wishing to pursue a baccalaureate degree with broad specialization in the liberal arts and sciences. The student chooses the focus of the major by determining the two or more departments around which to build the program. Students who complete the Arts and Sciences sequence will earn a Bachelor of Arts or Bachelor of Sciences Degree and have their transcripts noted: "General Studies Major: Arts and Sciences Sequence."

General Studies Major: Arts and Sciences Sequence Requirements:

- 120 hour graduation requirement, including University Studies requirements, and 42 senior college (200-300 level) hours.
- An approved plan of study with a minimum of 36 hours from two specified Arts and Sciences departments, including 12 senior college hours (200 or 300 level) from each of the two departments, a maximum of 25 hours from any one of the departments, and a total of 96 hours from Arts and Sciences departments.

Latin American Studies Program

No major offered. Further Information: Dean of the College of Arts and Sciences.

MINOR IN LATIN AMERICAN STUDIES

- 24 hours required for the minor.

— Required courses: Two semesters of college Spanish or its equivalent; IDS 110 (Introduction to Latin American Studies); a planned course of study approved by the Latin American Studies adviser in which courses are elected in at least 3 fields other than Spanish. Course work may be selected from the following: AGR 100; ECO 205, 210; FOR 218.15, 242.15, 331.15, 336.15; GEO 230; HIS 127, 263; POS 347; SAS 292; THE 375.

This program must be planned in consultation with the Latin American Studies Adviser. With the approval of the adviser, courses other than those listed above may be counted toward the minor. No more than two courses in the student's major field of study, however, may be counted toward this minor.

Social Sciences Programs

Degrees Offered: B.A., B.S. Further Information: Department of History.

The Social Sciences Programs are housed in the Department of History in cooperation with the departments of Economics; Sociology, Anthropology, and Social Work; and Political Science.

SOCIAL SCIENCES MAJOR

- 60 hours in social sciences (ECO, HIS, POS, and SAS courses).
- Required courses: at least 8 hours in economics, including ECO 101 and 102; at least 8 hours in United States history and 8 hours in World history (which must include one non-Western history course); at least 8 hours in political science, including POS 105; at least 8 hours in sociology, including SAS 106.

Teacher Certification Sequence

- Required courses: HIS 290, 390 in addition to the requirements for the Social Sciences Major. Part of entitlement program leading to certification: secondary 6-12.
- 24 hours in Professional Education (including student teaching) required.
- University Studies courses selections must meet state certification requirements.
- Special requirements for admission to the Teacher Education program must be met prior to student teaching.

Students who wish to pursue these majors consult the adviser to Social Sciences students in the Department of History.

Women's Studies

The Women's Studies program is administered by the College of Arts and Sciences. No major is offered. For a description of the minor in Women's Studies see p.47 of the catalog. For further information contact the College of Arts and Sciences office.

BIOLOGICAL SCIENCES (BSC)

206 Felmley Hall, (309) 438-3669

Chairperson: George W. Kidder III.

Tenured/Tenure-track Faculty: Distinguished Professor: Brockman. Professors: Anderson, Armstrong, Birkenholz, Brown, Cain, Cheung, Chuang, Collier, Frehn, Huizinga, Jensen, Katz, Kidder, Liberta, Nadakavukaren, Preston, Thompson, Tone, Weber, Wilkinson. Associate Professors: Borst, Cralley, McCracken, Otuska, Riddle. Assistant Professors: Capparella, Jayaswal, Juliano, Lucher, Sakaluk, Whitman.

Other Faculty: *Lecturers:* Haeffele, Reinbold, Schmidt.

Biological Sciences Programs

Degrees Offered: B.A., B.S.

MAJOR IN BIOLOGICAL SCIENCES

B.A. Requirements:

- 37 hours in Biological Sciences required.
- Required courses: BSC 196, 197, 201, 203, 219, and 304, with a minimum of 8 additional hours of laboratory courses. BSC 202, 241, 307, and BSC courses below 195 **may not** be used in the major. A laboratory course in organic chemistry (220 or 230 and 231) is also required. Students electing this program should also consult University requirements for the B.A. degree. Majors planning to attend professional or graduate school may also need to take a full year of both organic chemistry and physics.

B.S. Requirements:

- 37 hours in Biological Sciences required.
- Required courses: BSC 196, 197, 201, 203, 219, and 304, with a minimum of 8 additional hours of laboratory courses. BSC 202, 241, 307, and BSC courses below 195 **may not** be used in the major. A laboratory course in organic chemistry (220 or 230 and 231) and a laboratory course in general physics (105 or 108 or 110) are also required. Majors planning to attend professional or graduate school may need to take a full year of both organic chemistry and physics.

NOTE: Community and Public Health. Students majoring in Biology may elect a concentration emphasizing community and public health. No specific courses are required in addition to those required for all Biology majors. For students interested in this concentration, the following courses are recommended:

1. BSC 283, 361, 383, and 398 (internship). These courses can be used to satisfy the 16 hours of BSC electives needed for the major.
2. HSC 292, 297, 350.

Teacher Certification Sequence:

Students pursuing a Biological Sciences major may be certified to teach in the biological sciences (See option A below), or the biological and physical sciences (See option B below).

Before being admitted to the University Teacher Education Program (see University-wide Teacher Education Program Requirements in Catalog), the biological sciences major must meet departmental requirements for admission. These include a minimum major GPA of 2.5 and a positive recommendation from the Teacher Education Committee. Students should see the Departmental Teacher Education Adviser for information. The above requirements are part of the entitlement program leading to secondary 6-12 certification.

A. Biological Sciences Certification: A student completing these requirements can meet the minimum qualifications to teach the following subjects as defined by the State Board of Education, Document 1, 7-3.18, 7-3.19, and 7-3.20: Biology, Zoology, Botany, and General Science.

37 hours in Biological Sciences and a laboratory course in organic chemistry (CHE 220 or 230 or 231) are required. BSC required courses: BSC 196, 197, 201, 203, 219, 304, and 307 with a minimum of 4 additional semester hours of botany with lab, and 4 semester hours of zoology with lab. BSC 202, 241, and BSC courses below 195 may not be used as elective in the major.

B. Biological and Physical Sciences Certification: A student completing these requirements can meet the minimum qualifications to teach the following subjects as defined by the State Board of Education: Document 1, 7-3.18, 7-3.19, and 7-3.20: Biology, Botany, Zoology, Chemistry, Physical Science, and General Science.

37 hours in Biological Sciences, 14 hours in chemistry including a laboratory course in organic chemistry, and 10 hours of general physics are required.

Required courses: BSC 196, 197, 201, 203, 219, 304 and 307 with a minimum of 4 additional semester hours of botany with lab, and 4 semester hours of zoology with lab. BSC 202, 241, and BSC courses below 195 **may not** be used as electives in the major.

MINOR IN BIOLOGICAL SCIENCES

Biological Sciences Sequence: 24 hours in Biological Sciences required. Required courses: BSC 196 and 197. At least 12 of the elective hours must be 200 or 300-level courses. BSC 100 and 307 may not be used as electives in minor.

Human Biology Sequence: 24 hrs in Biological Sciences required. Required courses: BSC 181, 182, 183. 16 hrs of electives selected from among BSC 145, 160, 170, 185, 199, 202, 216, 241, 260, 283, 361, 380, 381, 382, 383, 386, 387, 392, or other courses approved by the Biology Dept., and at least 8 hrs of 200 or 300-level courses.

MINOR IN BIOLOGICAL SCIENCES For Teacher Education:

- 24 hours in Biological Sciences required including at least 8 semester hours of botany with lab and 8 semester hours of zoology with lab.
- Required courses: BSC 196, 197 and 307 (2 or 3 hours, depending on major), with a minimum of 4 additional semester hours of botany with lab, and 4 semester hours of zoology with lab. BSC 100 may not be used as elective in minor. At least 8 hrs must be 200 or 300-level courses.

Honors in Biological Sciences: Students majoring in Biological Sciences may be admitted to the departmental honors program if they have: 1) completed at least 30 semester hours of college level courses, including at least two in biological sciences, 2) a minimum of three semesters remaining before graduation, 3) a cumulative GPA of 3.3, 4) submitted to the departmental chairperson two letters of recommendation from faculty members, and 5) received admission approval from the departmental honors committee.

In order to graduate with Honors in Biological Sciences, a student must complete: 1) all regular requirements for the Biological Sciences major; 2) 1 year of a foreign language; 3) mathematics through one semester of calculus; 4) 12 hours of Biological Sciences on a tutorial basis (i.e., In-course Honors) with a grade of A or B in each; 5) 3 hrs of BSC 299; and 6) have at the time of graduation a cumulative GPA of at least 3.3 and at least 3.5 in Biological Sciences courses.

Biological Sciences Courses

100 INTRODUCTION TO BIOLOGICAL SCIENCES 3 US-3

Not for credit maj/min. Lecture and lab.

Biological principles in relationship to humans.

F,S

111 PLANTS AND CIVILIZATION 3

Not for credit BSC maj.

Plants useful and important to society; concentrating on the diversity of plant uses, their origins, and influences on civilization.

F,S

115 INSIGHTS INTO THE NATURAL SCIENCES 3

Also offered as GEO 115 and PHY 115. Not for credit maj/min. Not for credit if had BSC 185.

Introduction to the nature and application of the scientific method through the study of topics in the natural sciences. Emphasis placed on development and testing of scientific theories and interrelationship of the natural sciences.

145 HUMAN BIOLOGY 2 US-7

Not for credit maj.

Practical human physiology and the nature of disease; emphasis on health problems related to nutrition, cardiovascular, and respiratory diseases, drug use, sex, and reproduction.

160 INTRODUCTORY MICROBIOLOGY 4 US-3

Not for credit maj or if had BSC 260. Lecture and lab.

Introduction to microorganisms, their application and relationship to the human environment.

170 GENETICS AND SOCIETY 3 US-3

Not for credit maj.

Introduction to genetics and human heredity with an emphasis on the impact of recent advances in genetics upon society.

181 HUMAN PHYSIOLOGY AND ANATOMY I 4 US-3

Not for credit maj. Lecture and lab.

Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.

182 HUMAN PHYSIOLOGY AND ANATOMY II 3 US-3

BSC 181. Not for credit maj. Lecture only.

183 HUMAN PHYSIOLOGY AND ANATOMY II LABORATORY 1

BSC 181. Not for credit maj. No credit granted in BSC 183 until credit earned in BSC 182.

Laboratory exercises in anatomy and physiology to accompany topics in BSC 182 lecture.

185 INTRODUCTION TO EVOLUTION 3 US-3

Not for credit maj. Lecture.

Comprehensive survey of the processes of biological evolution, major trends in the plant and animal kingdoms, and the historical development of evolutionary theory and its impact on human society.

191 PRINCIPLES OF BIOLOGY 4 US-3

F,S

A survey of the basic principles of Biology. Lecture only.

192 GENERAL BOTANY 4 US-3

Lecture and lab.

Introduction to the principles of structure, function, growth, reproduction, and classification of plants.

194 GENERAL ZOOLOGY 4 US-3 F,S

Lecture and lab.

Classification, morphology, physiology, genetics, evolution, and ecology of representative animal phyla.

195 INTRODUCTION TO OCEANOGRAPHY 3 US-3 S

Also offered as GEO 195.

General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.

196 BIOLOGICAL DIVERSITY 4 F,S

Lecture and lab.

Introduction to structure and function of the major groups of microorganisms, plants, and animals, emphasizing evolutionary relationships among the major groups.

197 MOLECULAR AND CELLULAR BASIS OF LIFE 4 F,S

Lecture and lab.

Introduction to molecules, processes, and cellular organization of living organisms.

199 ANIMAL BEHAVIOR 3 US-3 F

An introduction to ethology—the biology of behavior. Behavior studies as performed in the natural habitat. Invertebrates and vertebrates, including humans, will be considered.

201 EVOLUTIONARY ECOLOGY 4 F,S

BSC 191 or 196 and 197 req. Lecture, lab, and field trips.

Relationships among living organisms and their environment at ecosystem, community, population, and individual levels.

202 HUMAN ECOLOGY 3 US-7 F,S

Not for credit maj.

General principles and applications of ecology with emphasis on man's place in the ecosystem and how environmental problems are related to fundamental ecological principles.

203 CELL BIOLOGY 4 F,S

CHE 220, or 230 and 231, and BSC 197 req. Lecture and lab.

Structure and function of cells with emphasis on developmental biology including cell division, growth, differentiation, integration, and immunity.

211 ECONOMIC BOTANY 4 F

BSC 192 or 196 or AGR 150 req. Lecture and lab.

Diversity, origins, and history of plant uses, concentrating on economically important plants of the world.

216 GENERAL PHYSIOLOGY 4 F,S

Org chem and BSC 191 or 196 or 197 req. Lecture and lab.

Chemical and physical aspects of life processes.

219 GENETICS 4 F,S

BSC 191 or 196 and 197 req. Lecture and lab.

Data, concepts, and logic of genetics from Mendel to the present.

222 COMPARATIVE PLANT MORPHOLOGY 4 S

BSC 192 or 196 req. Lecture and lab.

Morphology, phylogeny, and taxonomy of non-vascular and vascular plants.

223 ECOLOGY AND IDENTIFICATION OF PLANTS 4 F

BSC 192 or 196 req. Lecture and lab.

Ecology, phylogeny, and taxonomy of vascular plants.

241 BIOLOGY OF AGING	3	S	
<i>Not for credit maj.</i>			
Mortality statistics and causes of death, aging mechanisms and markers, and theories of aging.			
258 EPIDEMIOLOGY 3 F			
<i>BSC 160 or 260, HSC 204 req. Also offered as HSC 258.</i>			
Principles and methods governing the surveillance and investigation of disease and injury in human populations.			
260 MICROBIOLOGY	4	F,S	
<i>Org chem and BSC 191 or 196 or 197 req. Lecture and lab.</i>			
Uniqueness, diversity, ecology, molecular biology, and practical applications of microorganisms.			
283 ANIMAL PHYSIOLOGY	4	F,S	
<i>BSC 216 req. Lecture and lab.</i>			
The physical and chemical basis of system physiology with reference to invertebrates and vertebrates.			
292 INVERTEBRATE ZOOLOGY	4	F	
<i>BSC 194 or 196 req. Lecture and lab.</i>			
Phylogeny, comparative functional anatomy, embryology, ecology, and natural history of the invertebrates.			
294 ENTOMOLOGY	4	F	
<i>BSC 194 or 196 req. Lecture and lab.</i>			
Taxonomy and life histories of insects.			
295 COMPARATIVE VERTEBRATE ANATOMY	4	S	
<i>Lecture and lab and field trip.</i>			
Evolution and comparative anatomy of vertebrates.			
300 READINGS IN BIOLOGICAL SCIENCES	1	F,S	
Reading and discussion of classical and modern biological literature.			
304 SEMINAR IN BIOLOGY	1	F,S	
Oral and written reports on current topics in biology.			
305 SPECIAL PROBLEMS IN BIOLOGY	1-3	F,S	
<i>Independent research in biology. Projects must be approved by the supervising faculty member and dept chair prior to reg. May be repeated. Maximum of 3 hrs from BSC 299, 305 or 398 may be counted toward major requirements.</i>			
306 REGIONAL AND AREA STUDIES	1-9		
<i>Cons inst req.</i>			
Field studies of organisms and their environments.			
307 METHODS IN THE TEACHING OF BIOLOGY	2-3	F,S	
<i>C&I 200.03 or equiv or conc reg. Incl Clin Exp. BSC Ed maj must register for 3 hrs. BSC Ed minor, 2 or 3 hrs, depending upon major. Adm to Teacher Ed req.</i>			
Strategies, curricula, and materials applicable to teaching secondary school science. 35 hrs clinical experiences included.			
308 FIELD BIOLOGY	3	Summer	
<i>BSC 191, or 196 and 197, and 201 or equiv req. Lecture, lab, and field trips.</i>			
Ecological communities of Central Illinois. Classification of woody plants and vertebrates.			
318 HISTOLOGICAL TECHNIQUES FOR ZOOLOGISTS AND BOTANISTS		2	F,S
<i>Lecture and lab.</i>			
Preparation of microscope slides, special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations.			
320 PLANT PATHOLOGY	4	F	
<i>BSC 192 or 196 req. Lecture and lab.</i>			
Morphology, life histories, host-parasite relationships and control measures for fungal, bacterial, and viral pathogens.			
321 MOLECULAR AND DEVELOPMENTAL GENETICS	4		
<i>BSC 219 and 260 or cons inst req. Lecture and lab.</i>			
Organization of the genome; structure of chromatin and chromosomes; genetic regulation of development; molecular bases of DNA functions.			
326 PLANT PHYSIOLOGY	4	S	
<i>BSC 216 req. Lecture and lab.</i>			
Plant structure and function: photosynthesis, translocation, growth and development. Laboratory emphasis on independent experimentation.			
329 HUMAN GENETICS	3	S	
<i>BSC 219. Lecture.</i>			
Detection, expression, transmission, and molecular manipulation of human traits; emphasis on medical genetics.			
334 INTRODUCTORY MYCOLOGY	4	S	
<i>BSC 192 or 196 req. Lecture and lab.</i>			
Morphology, taxonomy, and evolution of the fungi.			
361 MICROBIAL PATHOGENS	4		
<i>BSC 260 req. Lecture and lab.</i>			
Pathogenesis, identification, cultivation, and classification of bacteria, viruses, fungi, and animal parasites associated with diseases of man.			
367 IMMUNOLOGY	4		
<i>BSC 260, or cons inst req. Offered every third semester. Lecture and lab.</i>			
Molecular, cellular, transplantation and tumor immunology; antimicrobial immunity; immunochemistry.			
368 VIROLOGY	4		
<i>BSC 219 and 260 req. Lecture and lab.</i>			
Bacterial, avian, insect, plant, and mammalian viruses and their involvement in disease and cancer. Viral diagnostics.			
380 HISTOLOGY	4		
<i>Lecture and lab.</i>			
Microscopic anatomy of cells, tissues, and organs of vertebrates.			
381 ANATOMY OF PHYSICAL DISABILITIES	4	S	
<i>BSC 182 or 194 or 196 or HPR 182 req. Not for credit if had BSC 386 or 387. Lecture and lab.</i>			
Musculo-skeletal and nervous systems emphasized.			
382 THE EYE: A LABORATORY AND CLINICAL STUDY	3	F	
<i>Lecture and lab.</i>			
Anatomy and physiology of the eye. Clinical demonstrations on the detection and care of eye disorders.			
383 PARASITOLOGY	4		
<i>BSC 194 or 196 req. Lecture and lab.</i>			
Host-parasite relationships, life histories, and morphology of arthropod, helminth, and protozoan parasites of animals.			

386 GROSS ANATOMY	4	F
<i>BSC 182 or 194 or 196 or HPR 182 req. Not for credit if had BSC 381. Lecture and lab.</i>		
Human body exclusive of head and neck.		
387 GROSS ANATOMY	4	S
<i>BSC 182 or 194 or HPR 182 req. Not for credit if had BSC 381. Lecture and lab.</i>		
Human head, neck, and neuroanatomy.		
390 EVOLUTION	3	F
<i>BSC 219 req. Lecture only.</i>		
Origin of life, genetic code, mutation, selection, genetic drift, and speciation.		
392 EMBRYOLOGY	4	S
<i>Lecture and lab.</i>		
Comparative embryology of the vertebrates with emphasis on avian and mammalian embryos.		
394 PROTOZOLOGY	4	S
<i>BSC 194 or 196 req. Lecture and lab.</i>		
Morphology, physiology, reproduction, taxonomy, and ecology of free living and parasitic protozoa.		
395 BIOLOGY OF THE LOWER VERTEBRATES	4	F
<i>Lecture and lab and field trips.</i>		
Fish, amphibians, and reptiles: behavior, ecology, evolution, systematics, zoogeography, reproduction, and adaptive significance of morphology.		
396 BIOLOGY OF THE HIGHER VERTEBRATES	4	S
<i>BSC 194 or 196 req. Lecture, lab, and field trips.</i>		
Birds and mammals: behavior, ecology, evolution, systematics, and adaptive significance of morphology.		
398 PROFESSIONAL PRACTICE BIOLOGY	1-6	F,S,Summer
<i>Jr standing in BSC with 2.5 GPA in all natural sciences req. May be repeated. Max 16 hrs prof practice, but no more than 3 hrs from BSC 299, 305 or 398 may be counted toward major reqs. Approval of dept prof practice adviser req. Cr/no cr only.</i>		
Practical experience through employment in agencies such as biological research facilities, zoological or botanical gardens, game reserves, or environmental service. One credit per 50-60 hours work experience.		

CHEMISTRY (CHE)

305 Felmley Hall, (309) 438-7661 Chairperson: Michael E. Kurz.

Tenured/Tenure-track Faculty: Distinguished Professors: Richardson, Stevenson. Professors: Bunting, House, Ichniowski, Kurz, Reiter, Shulman, Tsang, Wallace, West. Associate Professors: Clark, Hansen, Hunt, Jones, Lash, Morse, Rothenberger, Webb. Assistant Professors: DeLuca, Goldberg, Welsh.

Other Faculty: Instructional Faculty: Assistant Professor: Bartelt. **Lecturers:** Baru, Gore, Sutter, Wallmuth, Witherpoon.

Chemistry Programs

Degrees Offered: B.A., B.S. The Department of Chemistry is on the approved list of the American Chemical Society.

B.S. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 233, 315, 350, 360, 361, 362, 363.

- One year of physics, preferably PHY 110 and 111, and one year of calculus (through MAT 146) must be completed prior to enrolling in CHE 360.
- Chemistry electives: Selected from approved courses numbered 200 or higher. For the American Chemical Society certified degree the elective requirement is six credit hours in Chemistry courses numbered 290 or higher. These courses must include two credit hours in laboratory coursework (CHE 290, 301, 323, 343, 398). The following general electives are highly recommended: one year of a foreign language, a course in computer programming, a course in technical writing and courses in biological sciences.

B.A. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 360, 362; approved elective courses selected from CHE courses numbered 200 or higher.
- Approved advanced elective courses from other natural sciences departments may replace a maximum of 6 of the required 27 hours. Students electing this program should also consult University requirements for the B.A. degree.

Teacher Certification Sequence:

- 37 hours required in Chemistry, including at least 27 hrs in courses numbered 200 or higher. CHE 301 required in addition to the required courses for either the B.S. or B.A. Chemistry Major. A Teacher education student may elect either option as part of the entitlement program leading to certification: secondary 6-12.

MINOR IN CHEMISTRY

- 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150).

MINOR IN CHEMISTRY For Teacher Education

- 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher. CHE 301 (2 credit hours) required in addition to the required courses for the Minor in Chemistry.

Basic Chemistry Courses for Majors: Chemistry majors normally are expected to take CHE 140 and 141. A student who demonstrates high achievement in chemistry at the pre-college level may take CHE 150 in place of 140 and 141. CHE 110 and 114 may be taken in place of 140, but this is not recommended for science majors. This 6 hour sequence is designed primarily for students who elect to become Chemistry majors or minors after having completed CHE 110. Credit toward graduation is not given for both CHE 110 and 140, or both CHE 114 and 140.

Chemistry Courses

102 SCIENCE AND MODERN MAN **3** | **US-3** | **F,S** |

Open only to students with no college credit in CHE. Selected topics from chemistry and science in general, and illustration of relevance of chemistry and other sciences to today's world.

104 CHEMISTRY OF LIFE **3** | **US-3** | **F,S** |

CHE 102 or 1 year of HS CHE. Application of chemical principles to the understanding of life processes. A second course designed for non-science majors.

106 CHEMISTRY OF PHOTOGRAPHY 2 S
Lecture and demonstrations. Not for credit CHE maj/min.

An introduction to photographic chemistry in black and white and selected color processes. Designed primarily for students with some experience in photographic processing.

110 FUNDAMENTALS OF CHEMISTRY 4 US-3 F,S

Not for credit if had CHE 140, 141, or 150.

One semester introductory survey of fundamental concepts, laws, and theories of chemical science and their application to common chemical systems.

112 FUNDAMENTAL CHEMISTRY LABORATORY 1 US-3 F,S

CHE 110 or conc reg. Materials charge optional.

Experience in manipulation of fundamental laboratory apparatus and means of carrying out chemical synthesis and measurements on chemical systems.

114 FUNDAMENTALS OF CHEMISTRY (SUPPLEMENTARY) 2 F,S

CHE 110. Not for credit if had CHE 140.

Designed to bring the background of the student up through the level of CHE 140.

140 GENERAL CHEMISTRY I 5 US-3 F,S

First half of a two-semester sequence. Designed primarily for students with HS credit in CHE. Algebra is required. Not for credit if had CHE 110 or 114.

Fundamental principles of stoichiometry, periodicity, atomic structure, and thermochemistry with applications to gases, liquids, solids, and solutions.

141 GENERAL CHEMISTRY II 5 US-3 F,S

CHE 114 or 140. Lecture and lab. Materials charge optional.

Continuation of CHE 140. Introduction to equilibrium, electrochemistry, acid-base theory, coordination compounds, inorganic and organic chemistry.

150 GENERAL CHEMISTRY 6 F

Lecture and lab. Satisfactory completion of 150 replaces the 140-141 requirement. Admission is by invitation based on the results of placement tests and other evaluation techniques. Materials charge optional.

Accelerated study of the fundamentals of chemistry, designed for the student who demonstrates exceptional ability at the pre-college level.

198 PROFESSIONAL PRACTICE: CHEMISTRY 2-8 F,S,Su

CHE 141 or equiv. Fresh or soph stand in CHE. 3.0 GPA. No credit maj/min. May be repeated, max 8 hrs, no more than 4 hrs/sem counted toward graduation reqs. Credit/no credit. May be one or two periods of one term each.

Practical experience by employment in an industrial or governmental laboratory.

215 FUNDAMENTALS OF ANALYTICAL CHEMISTRY 3 S

CHE 141 or 150 req. For non-majors and rec for ENH, Med Tech, IT, AGR, GEO, HEC, and other science majors. Lecture and lab. Materials charge optional.

Theory and practice of selected modern analytical methods such as volumetric, potentiometric, optical, and chromatographic analysis.

220 ELEMENTARY ORGANIC CHEMISTRY 5 F,S

CHE 112 or 141. Not for credit if had CHE 230. Lecture and lab. Materials charge optional.

One semester survey of organic chemistry. For non-majors and rec for AGR, HEC, Med Tech, and Nursing majors. Fundamental principles of structure and mechanisms of organic reactions.

230 ORGANIC CHEMISTRY I 3 F,S

First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 231. No credit will be granted in CHE 230 until credit is earned in CHE 231. Not for credit if had CHE 220.

Introduction to chemistry of aliphatic and aromatic organic compounds.

231 ORGANIC CHEMISTRY LABORATORY I 2 F,S

First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 230. No credit will be granted in CHE 231 until credit is earned in CHE 230. Materials charge optional.

Laboratory practice illustrating preparations and reactions typical of functional groups.

232 ORGANIC CHEMISTRY II 3 F,S

CHE 230.

Continuation of CHE 230, including synthetic and mechanistic features of organic reactions.

233 ORGANIC CHEMISTRY LABORATORY II 2 F,S

CHE 231; conc reg in CHE 232. Materials charge optional.

Laboratory practice in newer techniques and methods of organic chemistry.

242 BASIC BIOCHEMISTRY 3 F,S

One sem of organic chemistry. Not for credit if had CHE 342.

Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Brief treatment of vitamins and intermediary metabolism.

280 ENVIRONMENTAL CHEMISTRY 3 F

CHE 141 or 150 and any 200-level CHE course.

Aquatic, soil, and atmospheric chemistry and the attendant problems of water, soil, and air pollution. Causes of pollutants and methods of analyzing for them.

290 RESEARCH IN CHEMISTRY 1-4 F,S

19 hours of CHE: Only 3 hrs are applicable towards the maj. Dept form must be completed prior to registration. Cr/no cr only. May be repeated. Max 6 hrs.

301 TEACHING OF CHEMISTRY 2-3 F

20 hrs of CHE. For teaching maj/min only. CHE ed min should register for 2 hrs. C&I 200 (6 hours) or 200.03 (grade of C or better) or conc reg. Incl Clin Exp. Adm to Teacher Ed req.

Modern methods and curricula of high school chemistry.

302 INDUSTRIAL CHEMISTRY 3 S

CHE 360 req.

Scientific and applied aspects of community and industrial problems.

315 ANALYTICAL CHEMISTRY 3 F,S

CHE 362 or conc reg. Lecture and lab. Materials charge optional.

Emphasis on modern instrumental methods of chemical analysis including electroanalytical, optical, and chromatographic methods.

323 QUALITATIVE ORGANIC ANALYSIS 3 F
CHE 233. Lecture and lab. Materials charge optional.
 Identification of organic compounds using both chemical and spectrometric methods of analysis.

342 GENERAL BIOCHEMISTRY I 3 F,S
CHE 232 or one year of organic chemistry. Not for credit if had CHE 242.

Survey of the chemical and physical properties of amino acids, carbohydrates, lipids and nucleic acids, and structure and function of proteins, including enzyme kinetics.

343 BIOCHEMISTRY LABORATORY 3
CHE 342 or conc reg or CHE 242. Lecture and lab. Materials charge optional.

Application of biochemical principles and methods discussed in CHE 342.

344 GENERAL BIOCHEMISTRY II 3 S
CHE 342.

Survey of important aspects of intermediary metabolism, metabolic regulation, membrane transport and bioenergetics. Topics will include hormonal controls and immunochemical response.

350 INORGANIC CHEMISTRY 3 F,S
CHE 362 req.

Survey of modern inorganic chemistry including structure of inorganic compounds, coordination chemistry, non-aqueous solvents and selected inorganic reactions.

360 PHYSICAL CHEMISTRY I 3 F,S
CHE 141 or 150; PHY 109 or 111; 8 hrs of CHE or PHY courses numbered 200 or higher; MAT 146.

First of a series in theoretical chemistry dealing with descriptions of gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics.

361 PHYSICAL CHEMISTRY LABORATORY I 1 F,S
CHE 360 or conc reg. Materials charge optional.

Laboratory applications of principles treated in physical chemistry.

362 PHYSICAL CHEMISTRY II 3 F,S
CHE 360 req.

Continuation of CHE 360, including ionic equilibrium, conductance, electromotive force, spectroscopy, molecular theory, and miscellaneous applications of quantum theory.

363 PHYSICAL CHEMISTRY LABORATORY II 1 F,S
CHE 362 or conc reg. One three-hour lab period per week. Materials charge optional.

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

380 TOPICS IN CONTEMPORARY CHEMISTRY 1-3 F,S
May be repeated.

New concepts and recent developments in the fields of organic, inorganic, analytical, physical, and biochemistry.

398 PROFESSIONAL PRACTICE: CHEMISTRY 2-16 F,S,Summer
CHE 232 and 233 or equiv; Jr or Sr stand in CHE; 2.5 GPA req. No credit maj/min. May be repeated. Max 16 hrs, but no more than 4 hrs/sem may be used to meet graduation reqs. Course offered as credit/no credit. May be two to five periods of one term each.

Practical experience by employment in an industrial or governmental laboratory.

398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN CHEMISTRY

398.50 PROFESSIONAL PRACTICE: COOP IN CHEMISTRY

COMMUNICATION (COM)

116B Stevenson Hall, (309) 438-3671

Chairperson: Vincent Hazleton.

Tenured/Tenure-track Faculty: Professors: Cragan, Semlak, Tuttle, Watkins, Wright. Associate Professors: Boaz, Comadena, Cupach, Cutbirth, Hazleton, Jackson, Kapoor, Konsky, Metts, Tcheng, Wisely. Assistant Professors: Brooks, Chandler, Coombs, Haefner, Hoffner, Imahori, McComb, Padgett, Paxton, Shelly, Strohkirch, Wolfe.

Other Faculty: *Instructional Faculty:* Instructor: Kasch. *Lecturers:* Barnes, Berry, Bradford, Crowley, Cushman, Edelmayer, Foote, Groves, Holladay, Jennings, Kirch, Lamonica, Lewis, Link, McLean, Moffitt, Piercy-Galyean, Poppil, Risberg, Sanders, Slan, Tannura.

Admission and retention requirements for department majors and minors: Incoming freshmen may declare a major or minor in the Department of Communication. Transfer into majors and minors requires an overall GPA of at least 2.25. In order to continue as a major or minor in Speech Communication, Mass Communication, or Public Relations, students must maintain a University GPA of at least 2.25. Admission to Teacher Education Programs requires a 2.5 GPA. Exemptions from the GPA requirements may be made for students from academically disadvantaged backgrounds who demonstrate a potential for academic success. Exemptions are granted on the recommendation of departmental advisers and the department chairperson. The Department of Communication reserves the right to maintain a balanced enrollment.

Instructional Media Programs

MINOR IN INSTRUCTIONAL MEDIA

— 24 hours required.

— Required courses: COM 240, 241, 365, 366; 12 hours selected from ART 101, 103, 104, 109, 226; COM 160, 162, 163, 310, 337, 362; IT 190, 210, 250, 251, 253.

Mass Communication Programs

Degrees Offered: B.A., B.S.

MAJOR IN MASS COMMUNICATION

— 36 hours required.

— Required courses (21 hrs in Broadcasting, 27 hrs. in Journalism): COM 160, 260, 360, 361. Either COM 162, 163, and 264 in Broadcasting or COM 165, 166, 265, 269, and 385 in Journalism.

— Electives (15 hours) for emphasis in Broadcasting or (9 hours) for emphasis on Journalism selected from COM 110, 162, 163, 165, 166, 167, 263, 264, 265, 266, 267, 268, 269, 270, 287, 296, 297, 362, 363, 364, 368, 369, 385, 398.

NOTE: Mass Communication majors must complete a minor or second major in a department other than Communication.

MINOR IN MASS COMMUNICATION

— 18 hours required.

— Required Course: COM 160.

— 15 hours of electives selected in consultation with an academic adviser from COM 110, 162, 163, 165, 166, 167, 260, 263, 264, 265, 266, 267, 268, 269, 270, 287, 296, 297, 360, 361, 362, 363, 364, 368, 369, 385, 398.

MINOR IN JOURNALISM**For Teacher Education**

- 24 hours required. Typing ability is a prerequisite to this minor.
- Required courses: COM 160, 165, 166, 265, 266, 269, 385.
- Electives: COM 260, 268, IT 250.

Speech Communication Programs

Degrees Offered: B.A., B.S.

MAJOR IN SPEECH COMMUNICATION

- 36 hours required.
- Required courses: COM 110, 297.
- A minimum of 9 hours must be at the 300 level (excluding 398).
- 30 hours of electives selected from the following guidelines: A minimum of 6 hours selected from Interpersonal and Group Variables courses (COM 123, 223, 225, 227, 228, 323, 325, 329, 331, 370, 372); minimum of 6 hours from Rhetorical and Social Communication Variables courses (COM 125, 201, 202, 226, 302, 303, 304, 321, 324, 371); Electives available from Educational Variables courses include COM 198.02, 281, 330, 381. Students may include a maximum of 6 total hours of credit from Professional Practice (COM 398) and Independent Research toward completion of the major.
- NOTE:** Speech Communication majors must complete a minor or second major in a department other than Communication.

Teacher Certification Sequence:

- 40 hours required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses (28 hours): COM 110, 123, 125, 198.02, 202, 223, 281, 297, 324, 381.
- Elective courses (12 hours) chosen from two of the following groups:
 - Group A (Small Group/Interpersonal), 6 hours from COM 225, 323, 325, 329, 331, 370, 372.
 - Group B (Social Communication), 6 hours from COM 201, 303, 304, 371.
 - Group C (Rhetorical Criticism), 6 hours from COM 226, 302, 321.
 - Group D (Education), 6 hours from COM 296, 330, 392, 398.
 - Group E, 6 hours from COM 160, 360; THE 101, 341 (not for credit THE maj, min); PAS 211.
- Clinical experiences are included in COM 198.02, 202, 223, 281, 398. Additional opportunities are available through other departmental programs.
- Students enrolled in this program are advised that if they have a minor other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

MINOR IN SPEECH COMMUNICATION

- 21 hours required.
- Required course: COM 110.
- A minimum of 6 hours must be at the 300 level (excluding 398).
- 18 hours of electives selected from COM 123, 125, 198.02, 201, 202, 223, 225, 226, 227, 228, 297, 302, 303, 304, 321, 323, 324, 325, 329, 330, 331, 370, 371, 372.

MINOR IN SPEECH COMMUNICATION**For Teacher Education**

- 25 hours required.
- Required courses (22 hours): COM 110, 123, 125, 198.02, 223, 281, 297, 324.

- Electives (3 hours) selected from COM 160, 201, 202, 225, 226, 296, 302, 303, 304, 321, 323, 325, 329, 330, 331, 360, 370, 372; THE 101, 341; PAS 211.
- Students minoring in Speech Communication or Journalism for Teacher Education are advised that if they have a major other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

Public Relations Program

Degrees Offered: B.A., B.S.

MAJOR IN PUBLIC RELATIONS

- 36 hours in Communication required.
- Required courses: COM 110, 160, 165, 178, 240, 268, 297, 321, 329, 378.
- 6 hours of electives in Communication selected from COM 202, 223, 228, 241, 265, 269, 303, 324, 360, 365, 371, 372, 385, 398.01, 398.02.
- A maximum of 6 hours of COM 398 may be counted toward the major.
- A maximum of 9 hours can be counted concurrently toward the Public Relations major and other majors or minors within the Communication Department.
- Public Relations majors must complete a minor or a second major in a department other than Communication.

MINOR IN PUBLIC RELATIONS

- 24 hours required.
- Required courses: COM 165, 178, 268, 297, 378. Note: Students seeking a minor in Public Relations who are not majoring in Mass Communication are permitted to waive the COM 160 prerequisite for COM 165.
- A maximum of nine (9) hours counted toward the Public Relations minor may be applied toward a major or minor within the department.
- Nine (9) hours of COM electives selected from the following areas (* means highly recommended):
 - Graphics and Photography: 240*, 241*, 266, 365, and 366.
 - Organizational and Professional Communication: 202*, 227 (not recommended for declared Speech Communication majors), 228, 321*, 324*, 325, and 329*.
 - Mass Communication and Production: 163*, 166*, 269, 362, 364*, 367, 368, and 385*.

Honors in Communication: The Department of Communication offers students an opportunity to demonstrate outstanding achievement in the study of communication by means of participation in the Departmental Honors Program. The department also offers in-course honors work in all its courses at the discretion of the instructor for students enrolled in the Honors Program. Qualified students are encouraged to inquire about admission by contacting the chairperson of the department.

Communication Courses**110 FUNDAMENTALS OF SPEECH COMMUNICATION 3 US-1 FS**

Theory and practice in developing skills in interpersonal, small group, and public communication. Preparation and presentation of speeches and participation in various communication activities.

123 INTERPERSONAL COMMUNICATION 3 US-1 FS

An introduction to two-person interaction in a variety of contexts.

125 ARGUMENTATION	3	US-1	F,S
Theory and practice of advocacy.			
140 INTRODUCTION TO THE COMPUTER WORLD	3	US-7	F,S
<i>Also offered as ACS 140.</i>			
A nontechnical course designed to develop effective computer users and to acquaint students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.			
160 INTRODUCTION TO MASS COMMUNICATION	3	F,S	
Mass Media development and function in modern society: technological basis, economic and political foundations, social implications.			
162 RADIO PRODUCTION	3	F,S	
<i>2.25 overall GPA req. COM 160 req. 2 hrs lecture, 2 hrs lab. Materials charge optional.</i>			
Skills in utilizing equipment and procedures necessary to produce programs for radio. Script writing and directing included.			
163 TELEVISION PRODUCTION	3	F,S	
<i>COM 160 req. 2.25 overall GPA req. 2 hrs lecture, 2 hrs lab. Materials charge optional.</i>			
Development of skills necessary in producing a television program. Function of television equipment and facilities. Evaluation of current production techniques. Producing and directing included.			
165 REPORTING I	3	F,S	
<i>COM 160 and typing ability req. 2.25 overall GPA req. Materials charge optional.</i>			
Intensive training in the fundamentals of newsgathering and newswriting.			
166 COPY EDITING	3	F,S	
<i>COM 160, 165 req. 2.25 overall GPA req.</i>			
Advanced training in rewriting and editing stories, headlines, writing, page layouts, and work on a campus publication.			
167 BROADCAST NEWS I	3	F,S	
<i>COM 160, 165 req. 2.25 overall GPA req.</i>			
Provide an understanding of the role of the broadcast journalist and develop some of the basic skills of the profession.			
170 FOUNDATIONS IN LITERATURE FOR CHILDREN	3	F,S	
<i>Also offered as ENG 170.</i>			
Prose and poetry for children ages 5-14; emphasis on classics, best of twentieth-century works, folklore heritage, and mythology.			
178 INTRODUCTION TO PUBLIC RELATIONS	3	F,S	
<i>COM 110 and ENG 101 rec.</i>			
Examines functions of public relations in society and surveys concepts, theories, ethics, and principles of effective public relations.			
198.02 PROFESSIONAL PRACTICE: FORENSICS	1	F,S	
<i>May be repeated. Max 4 hrs. Incl Clin Exp.</i>			
Training and participation in speech activities.			
201 COMMUNICATION AND SOCIAL ISSUES I	3	F,S	
<i>COM 110 rec.</i>			
Criticism of communicative discourse concerning reform movements, religious controversy, socialism, and other topics.			
202 PERSUASIVE PUBLIC SPEAKING	3	F,S	
<i>COM 110 rec. Incl Clin Exp.</i>			
Provides the student an opportunity to develop skills in persuasive speaking in a variety of situations. Focuses on message content and organization appropriate for different situations.			
218 COMMUNICATIONS TECHNOLOGIES AND IMPACTS	3	F,S	
<i>COM 160 or cons instr req.</i>			
The study of basic communication technologies (radio, television, satellite, computer, and electronic publishing) and their impact on the individual, group, organization, and society.			
223 SMALL GROUP PROCESSES	3	US-1	F,S
<i>Incl Clin Exp.</i>			
Theory and practice in reflective group discussion methods.			
225 NONVERBAL COMMUNICATION	3	F,S	
<i>COM 110 rec.</i>			
Consideration of gesture, space, time, touch, objects, environment, voice, and eye behavior, and their relationship to communication and culture.			
226 CLASSICAL RHETORIC	3	F	
Classical rhetoricians and rhetorics, from the early Greek sophists to Saint Augustine, with special attention to impact on modern theory construction.			
227 ORGANIZATIONAL AND PROFESSIONAL SPEAKING	3	F,S	
Learning experiences in critical analysis of communication events, group problem solving, interviewing, technical speaking, and persuasive speaking.			
228 INTRODUCTION TO INTERVIEW	3	F,S	
Learning experiences in the selection, organization, oral presentation of ideas through the interview situation. The course stresses the informational context of communication when interviewing.			
240 UTILIZATION OF AUDIOVISUAL MATERIALS	3	F,S	
<i>2.25 overall GPA req. Lecture and lab. Incl Clin Exp. Materials charge optional.</i>			
Surveys the theory, materials, and methodology of instructional technology. Laboratory experiences include equipment operation, evaluation of materials, and basic graphic production techniques.			
241 BASIC PHOTOGRAPHY	3	F,S	
<i>Materials charge optional. Student must provide own 35mm adjustable camera, meter, and flash. Lecture and lab. Not for credit if had COM 266.</i>			
Camera manipulation, lighting, composition, and dark-room procedures.			
260 MASS COMMUNICATION: CULTURAL CRITICISM AND PROBLEMS	3	F,S	
<i>COM 160 req. 2.25 overall GPA req.</i>			
The mass media as a social system. Its impact on the cultural and economic life of the nation. The need for continuing decisions regarding public policy.			
263 ADVANCED TELEVISION PRODUCTION	3	F,S	
<i>COM 160, 163 req. 2.25 overall GPA req. 2 hrs lecture, 4 hrs lab.</i>			
Creating visual appeal through the television medium. Aesthetics in preparing television programs. Advanced producing/directing techniques in commercial broadcasting and television as an art form.			

264 BROADCAST AND CABLE PROGRAMMING	3	F,S
<i>COM 160 req. 2.25 overall GPA req.</i>		
Format and scheduling of programs as practiced by station, cable, and network management and viewed from the perspective of the advertiser, the manager, the consumer, and the government.		
265 REPORTING II	3	F,S
<i>COM 160, 165 req.</i>		
Advanced training in newsgathering and newswriting with practical application.		
266 PHOTO JOURNALISM	3	F,S
<i>COM 160, 165 rec. Not for credit if had COM 241. Materials charge optional.</i>		
Development of skills and techniques in the production of still photographs for printed publication and television.		
267 BROADCAST NEWS II	3	F,S
<i>COM 160, 165, 167 req. 2.25 overall GPA req.</i>		
Refinement of skills in broadcast news through laboratory work on daily television newscasts.		
268 COMMUNITY RELATIONS	3	F,S
<i>COM 165 req. 2.25 overall GPA req. Materials charge optional.</i>		
Introduction to public relations functions and training in production of news releases, news letters and other publications for employees and communities.		
269 SPECIALIZED PUBLICATIONS	3	F,S
<i>COM 165 req. Materials charge optional.</i>		
Training in editing, management, production, and finance of magazine, small newspapers, and annual reports. Instruction applicable to advisement of school publications.		
270 DOCUMENTARY IN FILM AND BROADCASTING	3	S
<i>Also offered as THE 270.</i>		
Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.		
272 LITERATURE FOR PRE-ADOLESCENTS	3	F,S
<i>Also offered as ENG 272. Does not repeat material of COM or ENG 170.</i>		
Wide reading in variety of books available for ages 9 to 14, criteria for book selection, development of literature experiences.		
281 PRINCIPLES OF SPEECH EDUCATION	3	F
<i>C&I 200 (6 hours) or 200.03 (grade of C or better) req. Incl Clin Exp. Adm to Teacher Ed req.</i>		
Methods and materials for teaching secondary speech communication. Planning and applying strategies, methods of measurement, classroom criticism of performance, selection and compilation of materials.		
296 INDEPENDENT RESEARCH IN COMMUNICATION	3	F,S
<i>Project approval by dept chair and inst prior to reg.</i>		
297 COMMUNICATION RESEARCH METHODS	3	F,S
<i>2.25 overall GPA req.</i>		
Methods of scholarly research and critical evaluation of research.		
302 COMMUNICATION CRITICISM	3	S
Developing critical skills for describing, interpreting, and evaluating communication from different theoretical perspectives.		

303 CONTROVERSY AND CONTEMPORARY SOCIETY	3	S
Contemporary communication on current significant, controversial issues.		
304 FREEDOM OF SPEECH AND PRESS	3	S
First Amendment rights. Emphasis on Supreme Court decisions relating to political dissent, obscenity, provocation and demonstration, and press freedom.		
319 COMPUTER GRAPHICS	3	F,S
<i>Also offered as IT 319.</i>		
Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.		
321 MESSAGE COMPOSITION	3	F
<i>COM 110 rec. 2.25 overall GPA req.</i>		
Application of communication theory and research to the composition of ethical, informative, and persuasive messages. Emphasis: organizational and language factors affecting mediated and non-mediated communication.		
323 THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION	3	F,S
<i>COM 110, 297 rec.</i>		
Theoretical and experimental literature dealing with small group communication processes.		
324 THEORY AND RESEARCH IN PERSUASION	3	F,S
<i>COM 110, 297 rec.</i>		
Survey of contemporary theoretical and empirical literature dealing with the question of how an individual's attitudes, beliefs, and social behaviors are affected by communication.		
325 THEORY AND RESEARCH IN INTERPERSONAL COMMUNICATION	3	S
<i>COM 110 and 297 rec.</i>		
Interpersonal communication and research and its implications for developing, maintaining, and terminating relationships. Focus on developing communicative competence.		
329 ORGANIZATIONAL COMMUNICATION	3	F,S
<i>COM 110 rec. 2.25 overall GPA req.</i>		
Theoretical and experimental literature dealing with communication in an organizational setting.		
330 DIRECTING THE FORENSIC PROGRAM	3	
<i>COM 110 rec.</i>		
Theoretical and procedural aspects of organizing and maintaining a debate and individual speaking events program.		
331 HUMAN COMMUNICATION AND THE AGING PROCESS	3	S
<i>COM 110 or SOC 211 req.</i>		
An examination of the particular communication needs of the aging and current research in the field.		
360 MASS COMMUNICATION: THEORY AND EFFECTS	3	F,S
<i>COM 160, 260 req. 2.25 overall GPA req.</i>		
Critical examination of channel and receiver variables and their effects on the act of moving information through a given medium. Students participate in at least one research project of their design.		

361 REGULATION OF THE COMMUNICATION INDUSTRY 3 F,S
COM 160 req. 2.25 overall GPA req.

The legal background of mass media, specific laws affecting media operations, and industry efforts at self regulation.

362 INSTRUCTIONAL TELEVISION 3 F,S
Lecture and lab.

Television as a means of instruction in terms of research, technique, utilization and evaluation.

363 PRIVACY AND INFORMATION PROCESSING 3 F

Concepts about individual privacy as related to the processing of information in a technological society. The study of institutional procedures with regard to the dissemination of sensitive information.

364 BROADCAST AND MANAGEMENT 3 S
COM 160, 264 rec.

Role and functions of broadcast media managers in society.

365 FUNDAMENTALS OF GRAPHIC PRODUCTION 3 F,S
COM 240 rec. Lecture and lab. Incl Clin Exp. Materials charge optional.

Fundamental skills and techniques for mounting, lettering, coloring, illustrating and reproducing graphic materials.

366 GRAPHIC DESIGN AND PRODUCTION 3 S
COM 365 rec. Lecture and lab. Materials charge optional.

Design and practice in the application of skills and knowledge to specific production problems. Student must integrate skills, knowledge of materials, design, and communication theory.

369 INTERNATIONAL COMMUNICATION SYSTEMS 3 S

Mass communication systems employed in foreign countries, their roles in national and international social and cultural development.

370 PSYCHOLOGY OF LANGUAGE 3 S
COM 110, 297 rec.

Theories and experimental research relating to the development and functions of language.

371 POLITICAL COMMUNICATION 3-4 F
6 hrs COM, or 6 hrs POS rec.

Basic theory and research relating to political campaign communication. Special attention is paid to the persuasive process of political campaigning focusing upon the role of the media, the candidate, image creation and other selected topics on political campaign communication.

372 INTERCULTURAL COMMUNICATION 3 S
COM 110, 297 rec.

Theories and research relating to face-to-face communication among people from different cultural, national, ethnic, or racial backgrounds.

374 STORYTELLING 3 S
Also offered as ENG 374.

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in library or classroom settings.

378 APPLICATIONS IN PUBLIC RELATIONS 3 F,S
COM 165, 178, 268 req. 2.25 overall GPA req. Not for grad cr.

Principles and procedures for the professional practice of ethical public relations. Students prepare case study notebooks and publicity campaign packages.

381 PROBLEMS IN THE TEACHING OF COMMUNICATION 3 S
C&I 200 (6 hours) or 200.03 (grade of C or better) req or conc reg.

Identification of common and unique problems in teaching communication concepts and skills. Approaches to resolving classroom problems.

385 EDITORIAL AND FEATURE WRITING 3 F,S

Advanced training in writing feature articles and editorials for newspapers and magazines.

392 TOPICS IN COMMUNICATION INSTRUCTION 1 Summer
Cons inst req. May be repeated if content different. Max 3 hrs toward grad.

Identification and development of new instructional content, approaches, strategies, and materials for selected oral communication concepts in educational and business classrooms. Topic .01 Teaching small group in communication classrooms; Topic .02 Teaching listening; Topic .03 Teaching non-verbal; Topic .04 Teaching interpersonal; Topic .05 Teaching public speaking; Topic .06 Teaching interviewing; Topic .07 Teaching mass communication in speech classroom. Consult the *Class Registration Directory* for topics to be offered during any given summer.

398 PROFESSIONAL PRACTICE: COMMUNICATION 1-12 F,S

Complete dept application prior to registration. Max 6 hrs prof practice applicable to major; 16 hrs applicable to graduation.

Arranged on-campus practical experience under the guidance of department academic supervisors.

398.01 PROFESSIONAL PRACTICE: ON-CAMPUS INTERNSHIP IN COMMUNICATION

398.02 PROFESSIONAL PRACTICE: OFF-CAMPUS INTERNSHIP IN COMMUNICATION

ECONOMICS (ECO)

425 Stevenson Hall, (309) 438-8625 Chairperson: Alan E. Dillingham.

Tenured/Tenure-track Faculty: Distinguished Professor: Ram. Professors: Chizmar, Harden, McCarney, Ostrosky, Owen, Singh. Associate Professors: Cohn, Dillingham, Hiebert, Morey, Nelson, Ramsey, Skaggs, Wyzan. Assistant Professors: Abdalla, Carlson, Goel, Mohammadi, Rich, Tighe, Walbert.

Other Faculty: *Instructional Faculty:* Assistant Professor: Taha. *Lecturers:* Brun, Cho, Danielson, Janssen, Keller, Klein, Koch.

Economics Programs

Degrees Offered: B.A., B.S.

MAJOR IN ECONOMICS

- 30 hours in Economics required.
- Required courses: ECO 101, 102, 130, 131, 240, 241 and at least 3 hours of 300-level ECO courses. MAT 121 or 145 may be substituted for ECO 130. MQM 100 may be substituted for ECO 131; however, a minimum of 27 hours of coursework in Economics must be included in the major.

Admission Requirements: To be admitted to the Economics Major, students must have a cumulative GPA of no less than 2.1.

Academic Policy: To graduate with an Economics major, students must earn a grade of C or better in each of the six required courses (including transfer credit) and complete at least 15 hours of senior college credit from the Department of Economics. (The Department Chairperson may grant exemptions to students whose cumulative GPA is higher than 3.00.) In addition, the GPA in the major must be 2.0 or higher.

Concentrations: Students majoring in Economics may elect (but are not required to elect) a Business and Government, Graduate School, or Social Sciences concentration. Although no specific courses are required for these concentrations, recommended courses for each are listed below:

1. **Business and Government:** Required courses above plus FAL 208 and 209, ACC 131 and 132, and ACC 160 or ACS 168.
2. **Graduate School:** Required courses above plus ACS 168; MAT 146, 147, 175, 350, 351; ECO 330, 331, and 333.
3. **Social Sciences:** Required courses above plus 12 hours in the Social Sciences (POS, PSY, SAS) with at least one course from each of these three departments.

MAJOR IN SOCIAL SCIENCES

The major in Social Science is administered in the Department of History in cooperation with the departments of Economics; Sociology, Anthropology, and Social Work; and Political Science. For further information see Social Science Programs.

MINOR IN ECONOMICS

- 18 hours in Economics required.
- Required courses: ECO 101, 102.
- MAT 121 or 145 may be substituted for ECO 130. MQM 100 may be substituted for ECO 131. A minimum of 15 hours of coursework in Economics must be included in the minor.

MINOR IN ECONOMICS

For Teacher Education

- Program requirements are the same as those for the Minor in Economics.

Concentration in Quantitative Economics: This program is available to students under the General Studies Program. Courses in this program should include ECO 101, 102, 131, 240, 241, 330, 331, and 333; MAT 145, 146, 147, 175, 350, 351. Interested students should contact the department chairperson in Economics.

Honors in Economics: Candidates for honors must be ECO majors with a GPA of 3.30 overall and 3.75 or higher in economics courses. Students will be expected to complete 6 hours of coursework designated as honors coursework within the Department of Economics. These could be ECO 101 and 102 honors, or two in-course honors at the 200 or 300 level. The in-course honors requires individual negotiation with a faculty member teaching the course. In addition, the achievement of honors requires the writing of a substantial original paper. The student will enroll in Independent Honors Study and will receive help from the faculty member to whom he or she is assigned. At the end of the semester the student will make an oral presentation of the paper to a meeting of Omicron Delta Epsilon, the Economics Honor Society. One copy of the original paper will be kept in the department office and be available for inspection. Honors credit will show on the official transcript and will be stated on the diploma.

Economics Courses

101 PRINCIPLES OF MICROECONOMICS 3 US-5 F,S <i>Supply and demand, determination of market prices and quantities traded; behavior of consumers, and of producers under various product market structures; resource markets; distribution of income.</i>
102 PRINCIPLES OF MACROECONOMICS 3 US-5 F,S <i>ECO 101 req. Formerly ECO 100.</i> <i>Determination of gross national product (GNP), unemployment and inflation; the banking system; fiscal, monetary, and other macroeconomic policy; international trade and policy.</i>
130 INTRODUCTION TO MATHEMATICAL ECONOMICS 3 F,S <i>ECO 101, MAT 120 req.</i> <i>Systematic exposition of basic mathematical methods; algebra, calculus, and linear algebra and the relation of these techniques to various types of economic analyses.</i>
131 BUSINESS AND ECONOMIC STATISTICS 3-4 F,S <i>ECO 101, MAT 120 or cons inst req. Not for credit if had MQM 100. Sections without lab receive 3 hours credit.</i> <i>Introduction to statistical concepts and methods most useful in business and economic analysis. Topics include descriptive statistics, techniques of hypothesis testing, interval estimation and linear regression.</i>
202 CURRENT ECONOMIC ISSUES 2-3 Summer <i>ECO 102 req.</i> <i>Application of introductory principles to world economic problems, such as energy, pollution, poverty and unemployment.</i>
205 DEVELOPMENT ECONOMICS 3 F,S <i>ECO 102 req.</i> <i>Principal determinants of economic development and problems associated with generating and accelerating economic growth in less developed areas.</i>
210 COMPARATIVE ECONOMIC SYSTEMS 3 F,S <i>ECO 101 or 102 req.</i> <i>Comparative analysis of several types of economic systems. Discussion of alternative models of economic decision-making. Case studies of such economies as China, Japan, South Africa, Sweden, the USSR, and Yugoslavia.</i>
215 MONEY AND BANKING 3 F,S <i>ECO 102 req.</i> <i>Development and growth of the monetary system. Emphasis on monetary theory and applied policy issues.</i>
225 LABOR ECONOMICS AND LABOR PROBLEMS 3 F,S <i>ECO 102 req.</i> <i>Economic aspects of labor and trade unionism. Emphasis on wage determination, bargaining, manpower and unions.</i>
231 FORECASTING ECONOMIC ACTIVITY 3 S <i>ECO 102, and 131 or MQM 100 req.</i> <i>Application of statistical techniques to problems of economic forecasting. Topics include multiple regression analysis, moving averages, exponential smoothing, adaptive filtering, classical decomposition, and time series analysis. Practical application is emphasized with the use of computer statistical packages.</i>

239 MANAGERIAL ECONOMICS 3 F,S
ECO 101 req; 130, 131 or equiv rec.

Theoretical and applied study of demand, cost, and production related to the theory of the firm. Developments of current interests; empirical studies intended to affirm or disaffirm applicability of economic principles.

240 INTERMEDIATE MICROECONOMIC THEORY 3 F,S
ECO 102, 130 or equiv., 131 or equiv., and a minimum cumulative GPA of 2.1 req.

Emphasis on topics regarding resource allocation, scarcity, and distribution of income; theory of consumer choice, theory of the firm, market structures, factor markets, distribution of income, welfare economics, and general equilibrium.

241 INTERMEDIATE MACROECONOMIC THEORY 3 F,S
ECO 102, 130 or equiv., 131 or equiv., and a minimum cumulative GPA of 2.1 req.

Theory of income, employment, interest rate and price level determination. The government's influence on these variables via monetary and fiscal policies.

302 PROBLEMS IN THE WORLD ECONOMY 2-3 S,Summer
ECO 102 req; ECO 240 or 241 rec.

Application of economic theories to contemporary world problems. Practice in economic analysis using relevant data.

306 REGIONAL AND AREA STUDIES 1-9

Intensive study of particular lands, environments, cultures and peoples. May be given in cooperation with other departments on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

310 SOVIET ECONOMY 3 S
ECO 101 req.

Economic growth of the Soviet Union. NEP and economic planning. Examination of particular sectors of the Soviet economy. Pricing, decentralization, and economic reform.

320 INDUSTRIAL ORGANIZATION AND PRICES 3 F
ECO 101 req.

Theoretical and empirical analysis of basic influences on industrial markets and performances. Market practices, the role of competition, and related policy issues.

326 ECONOMICS OF HUMAN RESOURCES 3 F
ECO 102 req. ECO 225, 240 rec.

Theoretical and empirical analysis of labor markets. Education and training, labor mobility, wage structure, discrimination, unemployment, wage and incomes policies.

327 COLLECTIVE BARGAINING AND INDUSTRIAL RELATIONS 3 S
ECO 102 req. ECO 225 rec.

Economic analysis of U.S. industrial relations system; determinants of its structure; collective bargaining environment; trade union structure, administration, growth and power.

328 DEMOGRAPHIC ECONOMICS 3
ECO 102 req.

Theoretical and empirical study of the economics of population changes, distributions, and characteristics. Population dynamics, policy issues, and economic consequences.

329 ECONOMIC ISSUES IN EDUCATION 3 S
ECO 101 req.

Analysis of economic issues in education including efficiency and equity, public vs. private provision of educational services, and education as human capital.

330 MATHEMATICAL ECONOMICS 3 F
ECO 102 and coursework in differential and integral calculus req.

Integral calculus, difference equations, differential equations and linear algebra in relation to economic theory.

331 INTERMEDIATE ECONOMIC STATISTICS 3 F
ECO 131 and coursework in differential and integral calculus req.

Intermediate level probability and sampling theory. Hypothesis testing. Estimation. Basic econometric principles. Use of common regression packages such as ESP.

333 OPERATIONS RESEARCH 3 S
ECO 131 and coursework in differential and integral calculus req.

Quantitative techniques for economic analysis and decision making. Includes linear programming, input-output analysis, game theory, queuing theory, and probabilistic models, with emphasis on applications to theory of the firm.

335 ECONOMICS OF TRANSPORTATION AND PUBLIC UTILITIES 3 S
ECO 102 req.

Contemporary issues in transportation and public utilities, with emphasis on the impact of regulation.

345 INTERNATIONAL TRADE 3 F,S
ECO 102 req. ECO 240 rec.

Causes and consequences of international trade. Analysis of tariffs, quotas, other trade restrictions, current trade policy and multinational corporations.

346 INTERNATIONAL MONETARY THEORY 3 S
ECO 102 req. ECO 215 or 241 rec.

Mechanisms of international payments and evaluation of the international monetary system. Topics include exchange rates, balance of payments, international monetary cooperation, and connections between the domestic and international economy.

350 PUBLIC FINANCE 3 F
ECO 101 req. ECO 240 rec.

Analysis of the economic impacts of government expenditures and taxes on the allocation of resources and the distribution of income.

351 STATE AND LOCAL FINANCE 3 S
ECO 101 req. ECO 240 rec.

Economic impacts of state and local government expenditures and taxes, cost benefit analysis, and intergovernmental fiscal relations.

353 THE ANALYSIS OF TIME SERIES 3 F
ECO 331 or MAT 350 or cons inst req. Also offered as MAT 353.

Theory and application of time series methods with reference to business and economic time series. Topics include classical decomposition methods, Box-Jenkins methods, spectral analysis, and robust methods. Practical application is obtained through mainframe and microcomputer statistical packages.

355 ENVIRONMENTAL ECONOMICS 3 S
ECO 102 req. ECO 131, 240 rec.

Theoretical and empirical analysis of environmental pollution generation and of corrective policies. Emphasis upon the resource allocation implications of public policy decisions.

357 URBAN AND REGIONAL ECONOMICS 3 F
ECO 102 req. ECO 240 rec.

A theoretical and empirical analysis of cities and regions. Pricing and efficiency aspects of urban policies and problems.

360 DEVELOPMENT OF THE AMERICAN ECONOMY 3 S
ECO 102 req.

Recent empirical studies and applications of economic theory to historical problems in an American context. Causes of the Great Depression, economics of slavery, and roles of agriculture, industry, and government in-growth.

372 HISTORY OF ECONOMIC THOUGHT 3 S
ECO 102 req.

Economic analysis from the Mercantilists to the American Institutionalists. Relates earlier schools of thought to the contemporary.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN ECONOMIC RESEARCH 3-6 F,S
ECO 130, 131, 240, 241 or equiv and cons Dept Prof Prac Coordinator req; 2.5 GPA in Economics courses, 2.2 GPA overall, and 50 semester hours credit req; credit/noncredit only; not for credit maj/min; must complete department application.

On-the-job experience as a practicing economist in private industry or government. Interns may be involved in all phases and types of economic research.

ENGLISH (ENG)

409 Stevenson Hall, (309) 438-3667 Chairperson: Charles B. Harris.

Tenured/Tenure-track Faculty: Distinguished Professor: R. White. Professors: L. Brosnahan, Dammers, Duncan, Getsi, C. Harris, Kagle, Linnehan, McMahan, Morgan, Renner, Sutherland, Tarr, Woodson. Associate Professors: I. Brosnahan, Carr, Duncan, Fortune, Grever, V. Harris, Hutton, Kalmbach, Neuleib, Newby, Richardson, Rutter, Scharton, Shields, Steffensen, C. White, Assistant Professors: Albert, Balls, Cox, Elledge, Giscombe, Hawkins, Hesse, Huff, McBride, Nitzke, Parmantie, Catherine Peaden, Strickland, Visor.

Other Faculty: Instructional Faculty: Assistant Professors: Barlow, Boiarsky, Clancy, Grenier, Haefner, Helme, Hooks, McLaughlin, Parry, J. Pidgeon, Robillard, Slater, Spove, Valandingham, Walker, Westerfield, Wilson. **Faculty Fellow:** Professor: Ranta. **Lecturers:** Balsamo, Burt, Day, DeShell, Feaster, Fennick, Foehr, Glaysher, Greer, Lamonica, Lewis, Marshall, Miller, Cecil Peaden, B. Pidgeon, Schmidt, Templeman, Wright.

English Programs

Degrees Offered: B.A., B.S.

COMPREHENSIVE ENGLISH**MAJOR****Teacher Certification Requirements**

— To graduate in the Comprehensive English Major—

Teaching, students must have a GPA of 2.5 in all English courses taken at ISU.

- 54 hours in English required, *exclusive of ENG 101*. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: ENG 102, 103, 222 or 223, 241, 243, 246, 296, 297, 300, 375.
- 27 hours of electives selected from the following three areas:

Area 1 (12 hours): English Literature: ENG 214, 215, 216, 217, 218, 219, 222 or 223, 320, 324, 325, 327, 328, 329, 378, 386, 387, 388.

Area 2 (12 hours): American Literature, World Literature, and Genre: ENG 150, 156, 165, 231, 232, 233, 234, 236, 250, 251, 252, 255, 260, 308, 328, 332, 336, 352, 360, 381, 382.

Area 3 (3 hours): Language and Children's Literature: ENG 244, 245, 247, 249, 272, 290, 310, 311, 341, 344, 347.01, 347.02, 348, 349, 370, 372, 391, 392, 395, 396; or Journalism: COM 165, 265, 268, 269.

Students must elect at least one 300-level course in addition to 375 and may take no more than three 300-level courses, except with consent of the department chairperson. ENG 189, 289, and 389 may be substituted where applicable.

MAJOR IN ENGLISH

- 40 hours in English required, *exclusive of ENG 101* and courses in the teaching of English (290, 296, 297, 370, 372, 373, 375, 395).
- Required Courses: ENG 102, 103, 300.
- Suggested program; but not required (student may depart from suggested program by filing a plan of study for approval of the chairperson of the department or designated representative):

12 hours of British Literature, including two courses from each of the following areas:

To 1660: ENG 214, 215, 222, 223, 320, 325, 329 when appropriate, 378.

After 1660: ENG 216, 217, 218, 219, 324, 327, 329 when appropriate, 386, 387, 388.

6 hours of American Literature, including one course from each of the following areas:

To 1870: ENG 231, 232, 332 or 336 when appropriate.

After 1870: ENG 233, 234, 236, 332 or 336 when appropriate.

12 hours of electives from any of the above courses or from: ENG 141, 145, 150, 156, 160, 165, 170, 241, 243, 244, 245, 246, 247, 249, 250, 251, 252, 255, 260, 271, 272, 299, 308, 310, 311, 328, 341, 347.01, 347.02, 348, 349, 352, 360, 381, 382, 391, 392, 396. ENG 189, 289, and 389 may be substituted where applicable.

Teacher Certification Sequence:

- To graduate in the English Major—Teaching, students must have a GPA of 2.5 in all English courses taken at ISU.
- 46 hours in English required, *exclusive of ENG 101*. Part of entitlement program leading to certification: secondary 6-12.
- Required courses for certification and accreditation: ENG 246; 3 hours in grammar, ENG 243; one course in language selected from ENG 241, 245, 310, 311, 341; ENG 296 and 297 (these courses include 35 clock hours of state-mandated pre-student teaching clinical experiences).
- Additional required courses:
ENG 102, 103, and 300.
9 hours of British literature courses selected from ENG 110, 214, 215, 216, 217, 218, 219, 222, 223, 311, 320, 324, 325, 327, 328, 329, 378, 386, 387, 388. One

course before 1800 and one course after 1800 is required. ENG 110 is *strongly recommended* for students who have not taken a high school or community college survey course in British literature.

6 hours of American literature courses selected from ENG 130, 231, 232, 233, 234, 236, 328, 332, 336. One course before 1870 and one course after 1870 is required. ENG 130 may be counted either before or after 1870. ENG 130 is *strongly recommended* for students who have not taken a high school or community college survey course in American literature.

6 hours of electives selected from at least two of the following groups: World Literature: ENG 150, 156, 250, 251, 252, 255, 352. ENG 150 is *strongly recommended* for students who have not taken a high-school or community college survey course in ancient literature. Literature for Children and Adolescents: ENG 170, 272, 370, 372, 375. Special Focus literature (Minority, Women's, Genre): ENG 160, 165, 260, 308, 360, 381, 382. General electives: ENG 145, 244, 247, 249, 290, 291, 344, 347.01, 347.02, 348, 349, 374, 391, 392, 395, 396. ENG 189, 287, 289, and 389 may substitute where applicable.

NOTE: English majors in the Teacher Certification Sequence should consult with their department adviser regarding 389.21

MINOR IN ENGLISH

- 18 hours in English required, *exclusive* of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 373, 375, 395).
- Required courses: ENG 102, 103; at least 6 hours of 200-300 level courses, *exclusive* of the courses in teaching of English listed above.

MINOR IN ENGLISH

For Teacher Education

- 24 hours in English required, *exclusive* of ENG 101. Required Courses: ENG 102, 103; 3 hours in composition selected from ENG 246, 291, 297; 3 hours in grammar, ENG 243; at least 6 additional hours of 200-300 level courses.

MINOR IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Students enrolling in this program must have at least two years of a foreign language or equivalent at the college level in the case of a native speaker of English, or demonstrated proficiency in English at a level commensurate with the student's role as a language model and instructor in the case of a non-native speaker of English.

— 18 hours required.

— Required courses: ENG 341, 343, 344, 345, and 346; 3 hours selected from ENG 241, 243, 310, and COM 370.

— Elective practicum ENG 394.

Approval Certificate in Teaching English as a Second Language

Students of both graduate and undergraduate standing may obtain an Illinois State Approval for Teaching English as a Second Language by fulfilling the following requirements: 1) fulfill teacher education certification requirements of either the Standard Elementary and/or High School Certificate, 2) complete the 18 hours of required coursework as listed in the Minor in TESOL above, and 3) obtain 100 clock hours of ESL clinical experience or 3 months of teaching experience in English as a Second Language at the appropriate level. This practical experience may be obtained by enrolling in ENG 345 or ENG 394.

MINOR IN WRITING

Courses taken for the Writing Minor may not count for the English Major.

- 24 hours required, including 15 hours of required courses and 9 hours elected from listed writing courses.
- Required courses (15 hours): ENG 145, 246, and 396; also 6 hours selected from ENG 244, 247, 248, 249, 391, 392.
- Electives (9 hours) selected from ENG 244, 247, 248, 249, 349, 391, and 392 to the extent these courses have not been used to meet the 6 hour requirement above; ENG 290, 291, 297, 347.01, 347.02, 348, 349, 398 (Professional Practice, when it has a significant writing component); COM 166, 267, 268, and 385; BSC 304. No more than two courses from departments other than English may be used to fulfill the 9 hour elective requirement.

Students Planning Graduate Study in English: Students who plan graduate study in English may find it advisable to take at least two years of a foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England or America, Children's Literature, World Literature, or professional studies in English. An appropriate program may be planned in consultation with the chairperson of the Department of English.

Honors in English: The Department of English offers honors work to qualified students. Honors work includes intensive study in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Honors work is open only to resident students who have achieved superior academic records and who have demonstrated the ability to profit from independent study.

English Courses

The courses offered by the Department of English fall into three categories: those for University Studies, those for major and minor fields, and those for specialized aspects in English. English 101 is required of all students for University Studies, and it is strongly recommended that students take 101 before taking further courses in English.

101 LANGUAGE AND COMPOSITION I 3 US-1 F,S

Passage of placement exam req. Does not count toward a first or second field in English. May not be taken under the Credit/No Credit option. Materials charge optional.

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics. Computer-assisted.

102 LITERARY ANALYSIS I: PROSE FICTION 3 F,S

Maj/min only. Not for credit if had ENG 105.

To provide competence in critical reading, knowledge of formal characteristics of novels and short stories, including their development as genres.

103 LITERARY ANALYSIS II: POETRY AND DRAMA 3 F,S

Maj/min only. Not for credit if had ENG 104.

To provide competence in critical reading, knowledge of formal characteristics of various types of poetry and drama, including their development as genres.

104 INTRODUCTION TO LITERATURE—POETRY AND DRAMA 3 US-2 F,S

Not for credit maj/min or if had ENG 103.

Critical and analytical study of the chief literary forms of poetry and drama; written essays.

**105 INTRODUCTION TO LITERATURE—
PROSE FICTION 3 US-2 F,S**
Not for credit maj/min or if had ENG 102.
 Critical and analytical study of the chief literary forms of the short story and novel; written essays.

**106 INTRODUCTION TO LITERATURE—
LITERARY THEMES
AND TOPICS 3 US-2 F,S**
Not for credit maj/min. May be repeated once if topic and content are different.
 A critical and analytical study of literary works based on a particular theme or topic; written essays.

107 LITERATURE AND FILM 3 US-2 S
Not for credit maj/min.
 A critical and analytical study of literary works and the films adapted from them with attention to the characteristics of each medium; written essays.

**110 MASTERPIECES OF ENGLISH
LITERATURE 3 US-2 F,S**
 A chronological study of the main movements in English literature. Readings of entire works representative of the movements.

**122 INTRODUCTION TO
SHAKESPEARE 3 US-2 F,S**
Not for credit maj/min.
 An introduction to Shakespeare as a literary and dramatic writer, through a study of representative plays.

**130 MASTERPIECES OF AMERICAN
LITERATURE 3 US-2 F,S**
 A chronological study of the main movements in American literature. Readings of entire works representative of the movements.

141 HUMAN LANGUAGE 3 US-1 F,S
Not for credit English Education maj.
 Introduction to the study of human language, the branches of the field, its past, present, and future.

**145 LANGUAGE AND
COMPOSITION II 3 US-1 F,S**
ENG 101. Materials charge optional.
 Extensive writing based on interests of students. One research paper. Computer-assisted.

**150 MASTERPIECES OF
WORLD LITERATURE: TO
1350 3 US-2 F,S**
 Readings in ancient and medieval literature, including Dante.

**156 INTRODUCTION TO EAST
ASIAN LITERATURE 3 US-8 F,S**
 Survey of Asian literature in translation from the beginning to the present; emphasis on Chinese and Japanese literatures.

**160 WOMEN IN
LITERATURE 3 US-2 F,S**
 The female experience in imaginative literature: short stories, novels, poetry, and drama with emphasis on women writers of the 20th century.

**165 BLACK AMERICAN
LITERATURE 3 US-2 F,S**
 Contributions to American literature by representative Black authors, with emphasis on the 20th century.

**170 FOUNDATIONS IN LITERATURE
FOR CHILDREN 3 F,S**
Also offered as COM 170.
 Prose and poetry for children ages 5-14; emphasis on classics, best of the 20th century works, folklore heritage, and mythology.

**214 LITERATURE OF THE
RENAISSANCE 3 F**
 English literature during the 15th and 16th centuries; the dramatic literature exclusive of Shakespeare, prose and poetic writings.

**215 LITERATURE OF THE SEVENTEENTH
CENTURY 3 S**
 Prose and verse writers of the 17th century. Chief attention to the Cavalier and Metaphysical poets and major prose works.

**216 LITERATURE OF THE EIGHTEENTH
CENTURY 3 F**
 English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson.

**217 LITERATURE OF THE ROMANTIC
PERIOD 3 F**
 Writers of England, 1780 to 1830—the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelley, Keats, and Scott.

**218 LITERATURE OF THE VICTORIAN
PERIOD 3 S**
 Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites, with some attention to the chief prose writers of the period.

**219 CONTEMPORARY ENGLISH
LITERATURE 3 F,S**
 Major English writers of the 20th century with attention to contemporary trends in thought and expression.

**222 SHAKESPEARE'S EARLIER
WORKS 3 F,S**
 Selected works through 1600 with emphasis on comedies and histories.

**223 SHAKESPEARE'S LATER
WORKS 3 F,S**
 Selected plays after 1600 with emphasis on tragedies.

**231 AMERICAN LITERATURE:
1607 TO 1830 3**
 Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving.

**232 AMERICAN LITERATURE:
1830 TO 1870 3 F,S**
 Main figures and movements of mid-19th century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman.

**233 AMERICAN LITERATURE:
1870 TO 1920 3 F,S**
 The rise of realism and naturalism in America. Emphasis on Twain, Crane, Norris, James, Howells, Dreiser, and the chief poetic movements.

**234 AMERICAN LITERATURE:
1920 TO 1945 3 F,S**
 Trends in American literature between the World Wars. Emphasis on Eliot, Hemingway, Faulkner, and their contemporaries.

**236 AMERICAN LITERATURE:
1945 TO THE PRESENT 3 F,S**
 Present-day trends in American literature.

**241 GROWTH AND STRUCTURE OF
THE ENGLISH LANGUAGE 3 F,S**
 An introduction to the history of English designed to help students understand language change and the state of contemporary English.

243 TRADITIONAL AND NON-TRADITIONAL GRAMMARS 3 F,S

Various grammatical descriptions of English: traditional, structural, and transformational generative systems.

244 APPLIED GRAMMAR AND USAGE FOR WRITERS 3 F
ENG 145 or both ENG 102 and 103.

Traditional, structural, and transformational grammars applied to needs of writers. Choosing among alternative grammatical strategies. Usage; semantics of punctuation. Revising.

245 GENERAL SEMANTICS 3 S
The nature of meaning and the functions of language.**246 ADVANCED EXPOSITION 3 F,S**
ENG 145 or both ENG 102 and 103. Materials charge optional.

Extensive writing of essays developed in greater depth and sophistication in subject matter than those written in previous writing courses. Computer-assisted.

247 CREATIVE WRITING 3 F,S
Opportunity for creative writing of various kinds, such as narrative, drama, and verse, determined largely by each student's individual interest.**248 PRELAW EXPOSITION 3 F**
ENG 101 req.

Advanced writing course for prelaw students.

249 TECHNICAL WRITING I 3 F,S
ENG 101 req. Materials charge optional.

Instruction and practice in writing professional papers and reports; attention given to organization, correctness, and acquisition of clear professional style. Computer-assisted.

250 LITERATURE OF THE BIBLE I 3 US-2 F,S

Major ideas and literary forms of the Old Testament.

251 LITERATURE OF THE BIBLE II 3 US-2 F,S

Major ideas and literary forms of the Apocrypha and the New Testament.

252 WORLD LITERATURE: 1350-1800 3
Formerly COMPARATIVE LIT.

European literature from the Renaissance through Early Romanticism. A comparative study of literary history, ideas, themes and genres.

255 MODERN WORLD LITERATURE: 1800-PRESENT 3
Formerly COMPARATIVE LIT.

World literature from Later Romanticism through Modernism. A comparative study of literature history, ideas, themes and genres.

260 HISTORY OF LITERATURE BY WOMEN 3
Formerly COMPARATIVE LIT.

Women writers in the Western tradition from the late Middle Ages to the present; emphasis on those writing in English.

271 LITERATURE FOR YOUNG CHILDREN 3
Does not repeat material of COM 170 or ENG 170.

Wide reading of books available for children ages 5 to 9, criteria for book selection, development of literature experiences.

272 LITERATURE FOR PRE-ADOLESCENTS 3
Also offered as COM 272. Does not repeat material of COM 170 or ENG 170.

Wide reading in variety of books available for ages 9 to 14, criteria for book selection, development of literature experiences.

290 LANGUAGE ARTS 3
Study of language development and experiences in areas such as thinking, listening, speaking, writing, vocabulary development, usage, and spelling.**296 LITERATURE IN THE SECONDARY SCHOOL 3 F**
C&I 200 (6 hrs) or 200.03 (grade of C or better req) or conc reg. Incl Clin Exp. Adm to Teacher Ed req.

The teaching of literature for use in the junior and senior high school.

297 LANGUAGE AND COMPOSITION IN THE SECONDARY SCHOOL 3 F
C&I 200 (6 hrs) or 200.03 (grade of C or better req) or conc reg. Incl Clin Exp. Adm to Teacher Ed req. Materials charge optional.

The teaching of oral and written composition in the junior and senior high school.

300 SENIOR SEMINAR 4 F,S
ENG maj and Sr standing or cons dept chair req. Not for grad cr.

Intensive study of an announced area and the formulation of an individual portfolio.

308 LITERATURE AND THE RELATED ARTS 3
Formal, aesthetic, and cultural relationships among literature, art, and music with special emphasis upon literary understanding.**310 HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE 3**

Development of the English language from the Old English period to the present, with attention to operational structures of contemporary English.

311 INTRODUCTION TO OLD ENGLISH LANGUAGE AND LITERATURE 3
Elements of Old English grammar, with selected readings in Old English literature.**320 CHAUCER 3**
Literary and linguistic study of the major works of Chaucer; text in Middle English.**324 MILTON 3**
Major poetry and prose of John Milton; special attention to *Paradise Lost*.**325 ENGLISH DRAMA BEFORE 1642 3**
English drama, excluding Shakespeare, from its beginning to the closing of the theatres; authors such as Marlowe, Jonson, Webster.**327 RESTORATION AND EIGHTEENTH-CENTURY DRAMA 3**
English drama from 1660 to 1800, including playwrights such as Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.**328 MODERN BRITISH AND AMERICAN DRAMA 3**
20th Century British and American drama and related criticism; playwrights such as Shaw, O'Neill, Williams, Albee, Pinter, and Beckett.

**329 SELECTED FIGURES
IN BRITISH LITERATURE 3***May be repeated if content different.*

Important literary figures, types, themes, or movements.

**332 SELECTED FIGURES IN
AMERICAN LITERATURE 3***May be repeated if content different.*

Important literary figures, genres, or movements.

336 THE AMERICAN NOVEL 3

Historical survey of major American novelists, including authors such as Twain, Hawthorne, Melville, Crane, Hemingway, Faulkner, and Barth.

**341 INTRODUCTION TO DESCRIPTIVE
LINGUISTICS 3**

Aims and methods of linguistic science. Nature and functions of language: phonology, morphology, syntax, dialectology. Relationship of language to culture.

**343 CROSS-CULTURAL
ASPECTS IN TESOL 3***ENG 241 or 243 or 341 req.*

The relationship between language, culture, and cultural awareness in the learning and teaching of English as a Second Language.

**344 TESOL: THEORETICAL
FOUNDATIONS 3***ENG 243 or 341.*

Linguistic theories; first and second language acquisition; cognitive, affective, and cultural factors in teaching English as a Second Language.

**345 TESOL: METHODS
AND MATERIALS 3***ENG 344 req.*

Methodologies and techniques for teaching English as a Second Language; evaluation of materials for various levels and instructional goals.

**346 ASSESSMENT AND TESTING IN
ESL 3 F***ENG 341 req.*

Assessing oral and written proficiency in English as a Second Language.

**347.01 ADVANCED CREATIVE
WRITING: POETRY 3 F,S***ENG 247 or grad stand. May be repeated if content different.*

Workshop format for individual projects.

**347.02 ADVANCED CREATIVE
WRITING: PROSE 3 F,S***ENG 247 or grad stand. May be repeated if content different.*

Workshop format for individual projects.

348 PLAYWRITING 3 S*Also offered as THE 348.*

Playwriting techniques of selected masters with practical application of techniques in writing original plays.

349 TECHNICAL WRITING II 3 F,S*ENG 249 or grad stand. Also offered as IT 349.**Materials charge optional.*

Instruction and practice in editing, proposals, and analytical writing; attention given to style manuals, research writing, and (as needed) publication. Computer-assisted.

**352 SELECTED FIGURES
IN WORLD LITERATURE 3***May be repeated if content different.*

Important literary figures, types, themes, or movements.

**360 STUDIES IN WOMEN
AND LITERATURE 3**

Studies in literature by or about women, focusing on stereotyping of male and female experience and developing feminist aesthetic theories.

**370 STUDIES IN THE HISTORY
OF LITERATURE FOR
YOUNG PEOPLE 3***ENG 170 rec. May be repeated if content different.*

Advanced critical, chronological examination of literature for children and adolescents from folklore origins to 1900.

**372 STUDIES IN CONTEMPORARY
LITERATURE FOR YOUNG
PEOPLE 3***ENG 170 rec. May be repeated if content different.*

A problem-centered course, emphasizing trends and research related to recent literature for children and early adolescents.

373 VERSE FOR CHILDREN 3*ENG 170 and either 271 or 272 rec.*

Verse for children and early adolescents, including various categories, elements, and well-known poets in the field.

374 STORYTELLING 3*Also offered as COM 374.*

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in a variety of settings.

**375 STUDIES IN LITERATURE
FOR ADOLESCENTS 3***May be repeated if content different.*

Advanced critical examination of literature for young adults with emphasis on trends and research.

378 SHAKESPEARE ON STAGE 3 Summer*May be repeated once. Also offered as THE 378.*

An intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.

381 STUDIES IN LITERARY GENRES 3*ENG 102 and 103, or grad stand, or cons instr req.**May be repeated if content different.*

Systematic study of theory and practice of a literary type or genre.

382 LITERARY CRITICISM 3

Historical survey of selected great texts in literary and critical theory from Plato to the present.

**386 THE EIGHTEENTH-CENTURY
ENGLISH NOVEL 3**

The English novel from its origins through the 18th century, including writers such as Richardson, Fielding, Smollett, and Sterne.

**387 THE NINETEENTH-CENTURY
ENGLISH NOVEL 3**

The English novel between 1800 and 1900, treating writers such as Austen, Thackeray, Dickens, Eliot, and Hardy.

**388 THE TWENTIETH-CENTURY
ENGLISH NOVEL 3**

The English novel since 1900, treating writers such as Bennett, Lawrence, Woolf, Joyce, and Greene.

**390 RESEARCH STUDIES
IN LANGUAGE ARTS 3**

Critical study of current practice and research in language arts and language development.

391 SURVEY OF CLASSICAL RHETORIC 3 F
 Rhetorical theories from ancient Greece to 1900, emphasizing Plato, Aristotle, Cicero, and Quintilian.

392 MODERN THEORIES OF RHETORIC 3 S
 Study of the principles of rhetoric to serve as basis for understanding contemporary rhetorical theories.

394 TESOL PRACTICUM 1-6
ENG 345 req.

Observation, case studies, tutoring, instructional assistance, and/or direct instruction in English as a Second Language.

395 PROBLEMS IN THE TEACHING OF ENGLISH 3

Experience in teaching (student teaching acceptable) or ENG 296 or ENG 297. May be repeated if topics differ.

Theory and practice in the teaching of language, literature, and composition at the secondary and community college levels.

396 THE WRITING SEMINAR 3 F,S
 Concentration upon a major writing project and the formulation of an individual Writing Portfolio.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN ENGLISH 1-6 F,S
Cons inst and dept chair req. May be repeated. Max 6 hrs toward maj/min. Max 16 hrs toward graduation.

Supervised field experience in English with local, state, national, and international businesses, agencies, institutions (including colleges and universities), and organizations.

FOREIGN LANGUAGES (FOR)

412 Stevenson Hall, (309) 438-3604

Chairperson: Diane F. Urey.

Tenured/Tenure-track Faculty: Professors: Bohn, Laurenti, Olivier, Parent, Urey, Whitcomb. Associate Professors: Alstrum, Fritzen, Hutter, Johnston, Petrossian. Assistant Professors: Kaiser, Kurtz, Laennec, Lower, Nance, Reid, C. Springer, Syrotinski, VanDerLaan.

Other Faculty: Lecturers: Harris, Holder, Iocca, Mathews, Shur, A. Springer, Sun.

Students seeking a Teacher Education degree must complete University-wide Teacher Education Program Requirements. These include a minimum GPA of 2.5 in major. All Teacher Education majors must complete FOR 320 and FOR 321. FOR 320 is taken in the Fall and FOR 321 in the Spring of the junior or senior year. Professional Education requirements should be met beginning in the Sophomore year. Teacher Education students are encouraged to apply for Admission to Teacher Education as soon as they have completed 45 hours, and must complete all other Teacher Education requirements (See College of Education section of Catalog).

French Programs

Degrees Offered: B.A.

MAJOR IN FRENCH

— A minimum of 33 hours and maximum of 41 hours in French are required. The number of hours required for the major in French depends on the level at which a student begins the program. Students with no previous

study in French begin the language with French 111 and must complete 41 hours. Students with two years of high school French (or equivalent) normally begin with French 112 and must complete 37 hours beyond 111. Students with three years of high school French (or equivalent) normally begin with French 115 and must complete 33 hours beyond 111 and 112.

— Required courses: French 115, 116, 211, 221, 222, 231, 232, plus ten credits of electives including at least three courses at the 300 level or above.

Teacher Certification Sequence:

— A minimum of 37 hours and a maximum of 45 hours in French are required. The number of hours required for the major in French for teacher certification depends on the level at which a student begins the program. Students with no previous study in French begin the language with French 111 and must complete 45 hours. Students with two years of high school French (or equivalent) normally begin with French 112 and must complete 41 hours beyond 111. Students with three years of high school French (or equivalent) normally begin with French 115 and must complete 37 hours beyond 111 and 112.

— Required courses: French 115, 116, 211, either 217 or 305, 231, 232, 309, 310, FOR 320, 321, and either French 221 or 222.

— Part of entitlement program leading to certification: secondary 6-12.

MINOR IN FRENCH

— 24 hours in French required.

— Required courses: French 111, 112, 115, 116, 231, 232.

MINOR IN FRENCH

Teacher Certification Requirements

— A minimum of 24 and a maximum of 32 hours in French are required. The number of hours required for the minor in French for teacher certification depends on the level at which a student begins the program. Students with no previous study in French begin the language with French 111 and must complete 32 hours. Students with two years of high school French (or equivalent) normally begin with French 112 and must complete 28 hours beyond 111. Students with three years of high school French (or equivalent) normally begin with French 115 and must complete 24 hours beyond 111 and 112.

— Required courses: French 115, 116, 231, 232, 309.

— FOR 320 is recommended for students not majoring in FOR Ed.

— Recommended electives: French 211, 217, 221, 222, 310, FOR 321.

German Programs

Degree Offered: B.A.

MAJOR IN GERMAN

— 33-41 hours in German required.

— Required courses: GER 115, 116, 211, 213, 214, 217, 222, and one literature course at the 300 level.

Teacher Certification Sequence:

— 37-45 hours in German required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: GER 115, 116, 211, 213, 214, 217, 218, 309; FOR 320, 321; and one literature course at the 300 level.

— Recommended electives: GER 216, 222.

— The number of hours required for the Major in German for Teacher Certification depends on the level at which a

student begins the program. Students with no previous study in German begin the language with GER 111 and are required to complete 45 hours. Students with two years of high school German (or equivalent) normally begin with GER 112 and are required to complete 41 hours, exclusive of 111. Students with three years of high school German (or equivalent) normally begin with GER 115 and are required to complete 37 hours, exclusive of 111 and 112.

MINOR IN GERMAN

- 24 hours in German required.
- Required courses: GER 111, 112, 115, 116, 211, 213.

MINOR IN GERMAN

For Teacher Education

- 24-32 hours in German required.
- Required courses: German 115, 116, 211, 213, 214, 217 or 218.
- FOR 320 is recommended for students not majoring in FOR Ed.
- Recommended electives: GER 216, 222, 309; FOR 321.
- The number of hours required for the Minor in German for Teacher Certification depends on the level at which a student begins the program. Students with no previous study in German begin the language with GER 111 and are required to complete 32 hours. Students with two years of high school German (or equivalent) normally begin with GER 112 and are required to complete 28 hours, exclusive of 111. Students with three years of high school German (or equivalent) normally begin with GER 115 and are required to complete 24 hours, exclusive of 111 and 112.

Latin Programs

MINOR IN LATIN

- 24 hours in Latin and related courses required.
- Required courses: LAT 111, 112, 115, 116, 221, 222.
- Electives: FOR 205, HIS 221, PHI 254, ART 367, or others approved by department.

MINOR IN LATIN

Teacher Certification Requirements

- Program requirements are the same as those for the Minor in Latin.
- Students not majoring in FOR Education are encouraged to take FOR 320.

Russian Programs

Degree Offered: B.A.

Russian Studies is an interdisciplinary program combining courses from Foreign Language, Economics, Geography, History, and Political Science. Courses offered in the program in addition to the Russian Language series are:

- ECO 210 Comparative Economic Systems
- ECO 310 Soviet Economy
- GEO 245 Soviet Union
- HIS 233 History of Russia I: to 1725
- HIS 234 History of Russia II: Since 1725
- HIS 366 Soviet-Russia: 1917 to the Present
- POS 242 Soviet Government and Politics
- POS 263 Communist Political Thought
- POS 354 Soviet Foreign Policy

MAJOR IN RUSSIAN STUDIES

- 36 hours required.
- Language requirement: RUS 111, 112, 115, 116, 217.
- Area studies requirement: RUS 110; 15 hours selected from ECO 310, GEO 245, HIS 233, 234, 366, POS 242, 263, 354, RUS 285.

- An additional six credits in electives selected from area studies courses above; OR Russian/Soviet Area Studies ECO 306, FOR 306, GEO 306, HIS 306, POS 306 for study in the Soviet Union
- Senior Thesis (RUS 391, 3 hours)

MINOR IN RUSSIAN

- 25 hours in Russian required.
- Required courses: Russian 111, 112, 115, 116, 231.

MINOR IN RUSSIAN

Teacher Certification Requirements

- Program requirements are the same as those for the Minor in Russian.
- Students not majoring in FOR Education are required to take FOR 320.

Spanish Programs

Degrees Offered: B.A.

MAJOR IN SPANISH

- A minimum of 33 hrs and a maximum of 41 hrs in SPA req. The number of hrs req for the major in SPA depends on the level at which a student begins the program. Students with no previous study in Spanish begin the language with SPA 111 and must complete 41 hrs. Students with two years of high school Spanish (or equiv) normally begin with SPA 112 and must complete 37 hrs beyond 111. Students with three years of high school Spanish (or equiv) normally begin with SPA 115 and must complete 33 hrs beyond SPA 111 and 112.
- Required courses: SPA 115, 116, 221, 222, 231 or 232 (231 not for credit if have ACTFL speaking score of Advanced), 242, 310, plus 10 elective hours, two courses of which must be taken at the 300-level or above.
- Recommended elective: SPA 232, if not taken to fulfill requirement.

Teacher Certification Sequence:

- Part of entitlement program leading to certification: secondary 6-12.
- A minimum of 37 hrs and a maximum of 45 hrs in SPA req. The number of hrs req for the major in SPA for teacher certification depends upon the level at which a student begins the program. Students with no previous study in Spanish begin the language with SPA 111 and must complete 45 hrs. Students with two years of high school Spanish (or equiv) normally begin with SPA 112 and must complete 41 hrs beyond 111. Students with three years of high school Spanish (or equiv) normally begin with SPA 115 and must complete 37 hrs beyond SPA 111 and 112.
- Required courses: SPA 115, 116, 217, 218 or 305, 231 or 232 (231 not for credit if have ACTFL speaking score of Advanced), 309, 310; FOR 320, 321.
- Recommended electives: SPA 221; 222 or 242; 232, if not already taken to fulfill requirement.

MINOR IN SPANISH

- 24 hrs in SPA req.
- Required courses: SPA 111, 112, 115, 116, 231 or 232 (231 not for credit if have ACTFL speaking score of Advanced), and one literature course at the 200-level or above.
- Recommended elective: SPA 232, if not taken to fulfill requirement.

MINOR IN SPANISH

For Teacher Education

- A minimum of 24 and a maximum of 32 hrs in SPA req. The number of hrs req for the minor in SPA for teacher certification depends on the level at which a student

begins the program. Students with no previous study in Spanish begin the language with SPA 111 and must complete 32 hrs. Students with two years of high school Spanish (or equiv) normally begin with SPA 112 and must complete 28 hrs beyond SPA 111. Students with three years of high school Spanish (or equiv) normally begin with SPA 115 and must complete 24 hrs beyond SPA 111 and 112.

- Required courses: SPA 115, 116, 231 or 232 (231 not for credit if have ACTFL speaking score of Advanced), 309, 310.
- FOR 320 is recommended for students not majoring in FOR Ed.
- Recommended electives: SPA 217; 218; 232, if not taken to fulfill requirement; 305; FOR 321.

Honors in Foreign Languages: The Department invites highly qualified majors (or double majors) to distinguish themselves by earning Honors in French, German, or Spanish. To be admitted to the program a student must: 1. have completed 60 hours of university level work; 2. be a declared major or double major in Foreign Languages; and 3. have a minimum overall GPA of 3.3 with a GPA of 3.6 in the chosen language. In order to graduate with Departmental Honors a student must: 1. complete the general requirements for the major; 2. maintain an overall GPA of 3.3 and a GPA of 3.6 in the major language; 3. complete 9 hours of in-course honors work at the 300 level in the major; 4. complete 3 hours of Independent Honors Study (FOR 299) in addition to the regular major requirements; and 5. write an honors thesis during the Senior year while enrolled in FOR 299. Students interested in participating may obtain additional information from the Director of the Honors Program in Foreign Languages. The department also offers in-course honors work for students enrolled in the University Honors program at the discretion of the instructor.

Foreign Language Courses

Students who have had no previous instruction in a foreign language, or one year of instruction, should enroll in the 111 course for the appropriate language. Students who have had two, three or four years may enroll in 112, 115 or 116 respectively. If prior language study took place more than one year earlier, a student may choose to enroll at a lower level. Transfer students and native speakers should consult with the chairperson of the Department of Foreign Languages to determine proper placement.

Advanced Placement: If the first foreign language course in which a student enrolls is above 111 in the regular sequence (112, 115, 116 or above), he or she may be eligible for advanced placement credit. Application for advanced placement credit must occur during the first semester a student is enrolled in a language course.

Credit toward graduation for previously acquired language proficiency will be granted upon completion at Illinois State University of 8 hours of coursework (excluding Independent Study) with the grade of C or better in each class. None of the required hours may be taken under the credit/no credit option. Transfer students who took language courses at another college are not eligible for this advanced placement credit. Unless advance approval for exceptions is given by the chair, the courses should be taken consecutively or concurrently.

Students beginning at the 112 level and fulfilling the above requirements will be granted 4 hours. Students beginning at the 115 level or above and fulfilling the above requirements will be granted 8 hours of credit.

300-Level Foreign Language Courses: Instruction in courses in literature and culture of the major fields of specialization (French, German, Spanish) will be given in the language of specialization whenever possible.

General Courses

300 RESEARCH IN FOREIGN LANGUAGES 1-3 F,S

Cons dept chair req.

Supervised work in a foreign literature, in comparative language studies, or in educational materials for foreign language laboratory. Assignments will depend on the preparation and interest of the student.

320 FOREIGN LANGUAGE TEACHING IN THE SECONDARY SCHOOL 3 F

C&I 200 (6 hours) or 200.03 (grade of C or better) or conc reg. Incl Clin Exp. Adm to Teacher Ed req.

Methods of teaching foreign languages in the secondary school. Special emphasis is given to materials and activities leading to mastery.

321 MEDIA MATERIALS AND USE IN THE TEACHING OF FOREIGN LANGUAGES 2 S

FOR 320 req. COM 240 rec. C&I 200 (6 hours) or 200.03 (grade of C or better) or conc reg. Incl Clin Exp.

Supplementing the basic methodology of Foreign Language teaching with media materials and the techniques for their use in the language classroom.

Classics Courses

101 GREEK AND LATIN FOR VOCABULARY BUILDING 3

Taught in English. Not for credit maj/min.

The history of the Latin and Greek elements in English, study of the roots, prefixes, and suffixes derived from Latin and Greek to enable the student to increase the active and passive vocabulary and to determine the meanings of new words. Some treatment of the subject of semantics as it applies to the Latin and Greek elements in English. A consideration of the technical vocabulary of the sciences according to the interests of the class.

105 CLASSICAL MYTHOLOGY 3 US-2 F,S

Taught in English. Not for credit maj/min.

The major myths: their nature, origins, interpretations, influence, relevance, and use in the modern world. Designed to enable the student to understand and appreciate the use of classical mythology in literature, art, and music.

205 INTERPRETATIONS OF CLASSICAL MYTHOLOGY 3 S

FOR 105 rec.

Interpretations of Greek and Roman myths and their influence on art, literature, music, and film.

Greek Courses

111 FIRST-YEAR CLASSICAL GREEK(PART I) 4 US-1

The Greek alphabet, pronunciation, essentials of grammar, translation of reading material of graded difficulty, exercises in writing Classical Greek, consideration of the Greek element in English.

112 FIRST-YEAR CLASSICAL GREEK (PART II) 4 US-1

Continuation of Part I.

Latin Courses**111 FIRST-YEAR LATIN
(PART I) 4 US-1**

Pronunciation; essentials of grammar; reading graded material; exercises in writing easy Latin; consideration of the Latin element in English.

**112 FIRST-YEAR LATIN
(PART II) 4 US-1**

Continuation of Part I.

115 INTERMEDIATE LATIN 4 US-1

LAT 112 or HS LAT equiv or cons dept chair req.

Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations.

116 VERGIL 4 US-1

LAT 115 or 3 yrs HS LAT or cons dept chair req.

Aeneid, Books I-VI: The purpose, sources, merits and fame of the Aeneid, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the Aeneid.

221 SURVEY OF LATIN**LITERATURE I 3****F**

LAT 116 or 4 yrs HS LAT or cons dept chair req.

Reading and discussion of the most important Republican authors from Plautus to Catullus.

222 SURVEY OF LATIN**LITERATURE II 3****S**

LAT 116 or 4 yrs HS LAT or cons dept chair req.

Reading and discussion of the most important Imperial authors from Livy to Juvenal.

Arabic Courses**111 FIRST-YEAR ARABIC (PART I) 4 F,S**

Introductory Modern Standard Arabic, emphasizing skills in listening and speaking, reading and writing, as well as systematic study of the basic grammatical structures and essential vocabulary.

112 FIRST-YEAR ARABIC (PART II) 4 F,S

ARA 111 req.

Continuation of Introductory Modern Standard Arabic, emphasizing skills in listening and speaking, reading and writing, as well as systematic study of the basic grammatical structures and essential vocabulary.

Chinese Courses**111 FIRST-YEAR CHINESE
(PART I) 4 US-1****F**

Introductory Chinese emphasizing listening and speaking skills; concentration on understanding and using simple phrases and vocabulary.

**112 FIRST-YEAR CHINESE
(PART II) 4 US-1****S**

CHI 111 req.

Continuation of Introductory Chinese emphasizing listening and speaking skills; concentration on understanding and using simple phrases and vocabulary.

French Courses**108 FRENCH FOR BUSINESS 3**

Not for credit FR maj/min. Competence in French not req.

French life, institutions and language as they relate to business. Study of effects of traditional cultural values on business.

111 FIRST-YEAR FRENCH**(PART I) 4 US-1****F,S**

Not rec if student had 3 yrs of HS FR. Not for credit if had FR 115 or 116.

Pronunciation; essentials of grammar; exercises in hearing, speaking and writing French; reading material of graded difficulty.

112 FIRST-YEAR FRENCH**(PART II) 4 US-1****F,S**

Not for credit if had FR 115 or 116.

Continuation of Part I.

115 SECOND-YEAR FRENCH**(PART I) 4 US-1****F,S**

FR 112 or HS FR equiv req.

Class reading of short stories, plays, and essays. Grammar review, oral and written composition.

116 SECOND-YEAR FRENCH**(PART II) 4 US-1****F,S**

Continuation of Part I.

211 ADVANCED FRENCH READING AND VOCABULARY SKILLS 3

FR 116 req.

Vocabulary building through the reading and discussion of representative French poems, plays, and prose texts. Grammar review.

213 ADVANCED TECHNIQUES IN WRITTEN FRENCH 3

FR 116 req. Formerly FR 232.

F,S

Written communication skills in French. Formal and informal writing, use of dictionaries and reference materials, orthography, and vocabulary building.

214 ADVANCED TECHNIQUES IN SPOKEN FRENCH 3

FR 116 req. Formerly FR 231. Formerly ADVANCED FRENCH COMPOSITION AND CONVERSATION.

F,S

Oral communication skills in French; conversation, formal reports, persuasion and argumentation, interviewing.

216 MODERN FRENCH DRAMA 3

FR 116 req.

Reading and discussion of the drama of the 19th and 20th centuries.

217 FRENCH CIVILIZATION 3

FR 116 req.

French people and institutions as background for the French teacher and student of French literature.

221 SURVEY OF FRENCH LITERATURE I 3 US-2

FR 116 req.

French literature from the Middle Ages to the 18th century.

222 SURVEY OF FRENCH LITERATURE II 3 US-2

FR 116 req. May be taken before FR 221.

French literature of the 19th and 20th centuries.

305 INTRODUCTION TO CONTEMPORARY FRENCH CIVILIZATION 3**F**

Two courses beyond FR 116 req.

Contemporary French civilization in its historical context; special emphasis on demography, education, political institutions, media, culture in the marketplace.

309 FRENCH PHONETICS 3

Scientific approach to French pronunciation. Correct formation of French sounds, practical application of the theory of phonetics.

310 FRENCH SYNTAX 3

Systematic study of the morphology and syntax of the modern French language.

315 SELECTED TOPICS IN FRENCH MEDIEVAL**LITERATURE AND CULTURE 3**

Formerly FR 322.

Medieval French literature, in the original and in modern French translation, in its cultural context.

316 SELECTED TOPICS IN SIXTEENTH-CENTURY FRENCH LITERATURE AND CULTURE 3

The Renaissance as expressed in the leading sixteenth-century French writers.

317 SELECTED TOPICS IN SEVENTEENTH-CENTURY FRENCH LITERATURE AND CULTURE 3

Formerly FR 302.

A study of plays by Corneille, Racine, and Molire, and selections from other seventeenth-century writers in their cultural context.

318 SELECTED TOPICS IN EIGHTEENTH CENTURY FRENCH LITERATURE AND CULTURE 3

Two courses beyond French 116 rec. May be repeated if content different.

Readings of representative literary texts from the Age of Enlightenment in their political, philosophical, and socio-cultural contexts.

320 SELECTED TOPICS IN TWENTIETH-CENTURY FRENCH LITERATURE AND CULTURE 3

Two courses beyond FR 116 rec. May be repeated if content different.

Modern authors, genres, or movements in twentieth-century French literature in their cultural contexts.

385 SELECTED TOPICS IN FRENCH LITERATURE 3

May be repeated if content different.

Intensive study of a genre, group of authors or a single major writer in French literature. This study varies each semester.

German Courses**108 GERMAN FOR BUSINESS 3 US-7**

Not for credit GER maj/min. Competence in German is not req.

German life, institutions, and language as they relate to business, including the attitude toward life, trade, banking, investments, law, and others. Both concepts and language are included.

111 FIRST-YEAR GERMAN (PART I) 4 US-1

F,S

Not rec if student had 3 yrs HS GER. Not for credit if had GER 115 or 116.

Pronunciation, essentials of grammar, reading materials of graded difficulty, oral and written exercises.

112 FIRST-YEAR GERMAN (PART II) 4 US-1

F,S

Not rec if student had 3 years HS GER. Not for credit if had GER 115 or 116.

Continuation of Part I.

115 SECOND-YEAR GERMAN (PART I) 4 US-1

GER 112 or 2 yrs HS GER req.

F,S

Class reading of short stories, plays and essays. Grammar review, oral and written composition.

116 SECOND-YEAR GERMAN (PART II) 4 US-1

GER 112 or 2 yrs HS GER req.

F,S

Continuation of Part I.

211 INTRODUCTION TO GERMAN LITERATURE 3

GER 116 or equiv req.

Readings and analysis of selected short stories, poetry, and other literary forms as first general introduction to German literature.

213 INTERMEDIATE GERMAN COMPOSITION 3

GER 116 or cons dept chair req.

Study of written communication skills in German, vocabulary building, correct phrasing and style, writing strategies, use of dictionaries and reference materials.

214 GERMAN CONVERSATION PRACTICE 3

GER 116 or cons dept chair req.

Improvement of speaking skills, including active vocabulary, idiomatic phraseology, formal and informal discourse, listening comprehension.

216 GERMAN DRAMA 3 US-2

GER 116 or cons dept chair req.

Lectures, reading, and discussion of representative works of outstanding German, Austrian, and Swiss dramatists.

217 GERMAN CULTURE AND CIVILIZATION 3

GER 116 or cons dept chair req.

Overview of German culture from the beginning to World War I, as derived from selected readings and class discussions.

218 GERMANY TODAY 3

GER 116 or cons dept chair req.

The German scene since World War I, as reflected in essays and articles of representative authors. Strongly recommended for teaching majors.

222 SURVEY OF GERMAN LITERATURE 3

GER 116 or cons dept chair req.

Reading and discussion of representative works of the most important authors from the early 19th century to the present.

302 GOETHE 3

2 courses beyond GER 116 req.

Reading and discussion of a number of major works, with emphasis on the drama.

303 SCHILLER 3

2 courses beyond GER 116 req.

Reading and discussion of a number of major works, with emphasis on the drama.

309 GERMAN PHONETICS 2

2 courses in GER lit req.

Scientific approach to German pronunciation; correct formation of German sounds, practical application of theory of phonetics to teaching.

311 THE GERMAN NOVELLE 3

Two 200-level GER courses req.

Study of selected Novellen.

**313 ADVANCED GERMAN COMPOSITION
AND CONVERSATION 2**

GER 213 or cons dept chair req.

Free discussion of topics of contemporary interest; oral and written themes based on class discussions.

318 GOETHE'S FAUST 3

2 courses beyond GER 116 req.

Critical study of Parts I and II of *Faust* as an expression of Goethe's philosophy. Lectures, readings, and reports.

332 GERMAN LYRIC POETRY 2

GER 116 or cons dept chair req.

Reading and interpretation of German lyric poetry from 800 A.D. to the present.

**385 SELECTED TOPICS IN
GERMAN LITERATURE 3**

2 courses in GER lit req. May be repeated if content different.

Intensive study of a genre, group of authors, or a single major writer in German literature.

Italian Courses

**111 FIRST-YEAR ITALIAN
(PART I) 4 US-1**

F

Pronunciation; essentials of grammar; exercises in comprehending, speaking, and reading material of graded difficulty.

**112 FIRST-YEAR ITALIAN
(PART II) 4 US-1**

S

Continuation of Part I.

Japanese Courses

**111 FIRST-YEAR JAPANESE
(PART I) 4 US-1**

F

Introductory Japanese emphasizing listening and speaking skills; concentration on understanding and using simple phrases and vocabulary.

**112 FIRST-YEAR JAPANESE
(PART II) 4 US-1**

S

JPN 111 req.

Continuation of introductory Japanese emphasizing listening and speaking skills; concentration on understanding and using simple phrases and vocabulary.

**115 SECOND-YEAR JAPANESE
(PART I) 4**

JPN 112 or cons dept chair req.

Review of basic grammatical patterns, vocabulary building, development of reading and writing abilities.

**116 SECOND-YEAR JAPANESE
(PART II) 4**

JPN 115 or cons dept chair req.

Continuation of Part I.

Russian Courses

110 SOVIET CIVILIZATION 3

No Russian required.

S

Interdisciplinary introduction to contemporary Soviet society.

**111 FIRST-YEAR RUSSIAN
(PART I) 4 US-1**

F

Fundamentals of Russian grammar. Emphasis placed on speaking and comprehension, with essentials of reading and writing.

**112 FIRST-YEAR RUSSIAN
(PART II) 4 US-1**

S

Continuation of Part I.

**115 SECOND-YEAR RUSSIAN
(PART I) 4 US-1**

F

RUS 112 or equivalent HS RUS req.

Review of basic grammar and development of intermediate speaking and comprehension skills; emphasis on reading and discussion of original Russian texts.

**116 SECOND-YEAR RUSSIAN
(PART II) 4 US-1**

S

Continuation of Part I.

217 RUSSIAN CIVILIZATION 3

RUS 116 req.

Broad survey of historical and cultural developments of the Soviet Union from the time of Old Rus' to contemporary Moscow.

**221 READINGS IN RUSSIAN
LITERATURE 3**

RUS 116 req.

Selected short fiction of representative 19th and 20th Century Russian authors. Broad exposure to the literature and fundamentals of critical analysis and techniques of reading Russian prose.

**222 READINGS IN RUSSIAN
LITERATURE 3**

RUS 116 req.

A major Russian novel by a 19th or 20th Century author.

**231 RUSSIAN CONVERSATION AND
COMPOSITION 3**

RUS 116 req.

Written and oral composition; conversation designed to build vocabulary and improve pronunciation.

**285 SELECTED TOPICS IN
RUSSIAN LITERATURE 3**

May be repeated if content different.

Intensive study of a genre, group of authors or a single major writer in Russian literature. The field of study will vary each semester.

290 ADVANCED RUSSIAN SYNTAX 3

One 200 level RUS course, Jr or Sr standing, cons inst req.

Application of syntactic theories of Russian towards developing advanced skills in reading, directed composition, and translation.

**391 SENIOR THESIS IN
RUSSIAN STUDIES 3**

RUS 217 req. Not for grad credit.

Directed by one faculty member from FOR and one from Area Studies field. Topics must be approved prior to registration.

Spanish Courses

**111 FIRST-YEAR SPANISH
(PART I) 4 US-1**

F,S

Not rec if student had 3 yrs HS SPA. Not for credit if had SPA 115 or 116.

Fundamentals of grammar. Practice in speaking, understanding, reading and writing Spanish.

**112 FIRST-YEAR SPANISH
(PART II) 4 US-1**

F,S

Not rec if student had 3 years HS SPA. Not for credit if had SPA 115 or 116.

Continuation of Part I.

115 SECOND-YEAR SPANISH (PART I) 4 US-1	F,S
<i>SPA 111 and 112 or equiv req.</i>	
Review of Spanish grammar, vocabulary building, oral and written practice.	
116 SECOND-YEAR SPANISH (PART II) 4 US-1	F,S
<i>SPA 115 or equiv req.</i>	
Continuation of Part I. Emphasis on reading and discussion of Spanish short stories with continuing review of grammar.	
211 MODERN SPANISH NOVEL 3	
<i>SPA 116 req.</i>	
Reading and discussion of representative Spanish and Spanish American novels.	
216 MODERN SPANISH DRAMA 3	
<i>SPA 116 req.</i>	
Reading and class discussion of representative Hispanic dramatists of the 18th through the 20th centuries.	
217 CIVILIZACION ESPAÑOLA 3	
<i>SPA 116 req.</i>	
Spanish customs and institutions in their historical perspective.	
218 CIVILIZACION HISPANOAMERICANA 3	
<i>SPA 116 req.</i>	
Cultural life and customs of Spanish-speaking countries in the Americas.	
221 SURVEY OF SPANISH LITERATURE I 3 US-2	
<i>SPA 116 or equiv req.</i>	
Reading and discussion of representative writers of Medieval and Renaissance Spain.	
222 SURVEY OF SPANISH LITERATURE II 3 US-2	
<i>SPA 116 or equiv req.</i>	
Reading and discussion of representative Spanish writers of the 18th through the 20th centuries.	
231 ADVANCED TECHNIQUES IN SPOKEN SPANISH 3	F,S
<i>SPA 116 req. Not for cr if have ACTFL speaking score of Advanced.</i>	
Study of oral communication skills in Spanish: conversation, formal reports, persuasion and argumentation, interviewing.	
232 ADVANCED TECHNIQUES IN WRITTEN SPANISH 3	F,S
<i>SPA 116 req.</i>	
Study of written composition skills in Spanish: formal and informal writing, use of dictionaries and reference materials, orthography, and vocabulary building.	
242 SURVEY OF SPANISH-AMERICAN LITERATURE 3 US-2	
<i>SPA 116 or equiv req.</i>	
Introduction to the works of Spanish-American authors with emphasis on the 19th and 20th centuries.	
305 CURRENT TOPICS IN HISPANIC CIVILIZATION AND CULTURE 3	
<i>May be repeated if content different.</i>	
Recent trends, issues and changes in Spanish-speaking world. Varying topics and pedagogical strategies for teaching culture.	

309 SPANISH PHONETICS 3	
Learning, using and teaching correct Spanish pronunciation, stress, and intonation.	
310 SPANISH SYNTAX 3	
Systematic and thorough study of the fundamental points of Spanish grammar and composition.	
331 SPANISH-AMERICAN LITERATURE I 3	
From the colonial period through realism.	
335 MEXICAN LITERATURE 2	
Survey of Mexican literature and its literary background from its beginnings to the present.	
336 SELECTED TOPICS IN SPANISH-AMERICAN LITERATURE 3	
<i>May be repeated if content different.</i>	
Variable topics providing in-depth study of major authors, works, genres, themes, or movements.	
337 SELECTED TOPICS IN MODERN PENINSULAR SPANISH LITERATURE 3	
<i>May be repeated if content different.</i>	
Major authors, genres, or movements from Spanish literature of the 18th, 19th and 20th centuries.	
338 SELECTED TOPICS IN MEDIEVAL SPANISH LITERATURE AND CULTURE 3	
<i>May be repeated if content different.</i>	
Major authors, genres, or periods from Spanish literature of the Middle Ages in their cultural context.	
339 SELECTED TOPICS IN SPANISH GOLDEN AGE LITERATURE AND CULTURE 3	
<i>May be repeated if content different.</i>	
Major authors, works, genres, or movements from the Spanish Golden Age (1469-1700) in their historical/cultural context.	
372 SPANISH DRAMA OF THE GOLDEN AGE 3	
Reading and discussion of selected plays from the great dramatists of Spain's Golden Age.	
385 SELECTED TOPICS IN SPANISH LITERATURE 3	
<i>May be repeated if content different.</i>	
Intensive study of a genre, movement, author or work. This study varies each semester.	

GEOGRAPHY-GEOLOGY (GEO)

206 Schroeder Hall, (309) 438-7649

Chairperson: Robert Corbett

Tenured/Tenure-track Faculty: Professors: Corbett, Kirchner, Mattingly, Miller, Searight, Walters. Associate Professors: Anderson, Aspbury, Foster, Johnson, Nelson, Sublett. Assistant Professors: Day, Zintambila.

Other Faculty: Lecturers: Banks, Bevenour, Dennison, Thomas.

Geography Programs

Degrees Offered: B.A., B.S.

MAJOR IN GEOGRAPHY

— 40 hours required. Programs must be planned in consultation with an adviser. Due to the variety of concen-

trations within the three Geography sequences, students are urged to consult with designated departmental faculty members. Names of designated faculty are available in SH 206. Concentrations include: *Applied*: cartography, planning, remote sensing; *Human*: cultural, historical, political, regional, urban, economic; *Physical*: climatology, environmental, geomorphology. MAT 110 and MAT 145 are strongly recommended for students planning to be cartographers.

— Required courses: ENG 249; GEO 100, 135, 150, 300, 315, 398 (4 hrs); one course from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260.

— One of the following sequences must be selected:

Applied Geography Sequence: Required courses: GEO 305, 308, 310, and 370. Electives to complete the 40-hour requirement chosen from: GEO 201, 205, 302, 303, 330, 333, 336, 338, 350, 351, 355; MAT 110, 145; and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.

Human Geography Sequence: Required courses: GEO 208, 336, 338, and a second regional course chosen so that the student has at least one course from 215, 220, 240, and 245; Electives to complete the 40-hour requirement chosen from: GEO 205, 210, 303, 308, 310, 320, 333, 345; and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.

Physical Geography Sequence: Required courses: GEO 101, 110, 200, 201, 205. Electives to complete the 40-hour requirement chosen from: GEO 302, 303, 305, 308, 310, 345, 380; AGR 234; BSC 201; CHE 280; ECO 355; HPR 371; and designated Selected Studies, Independent Studies, and Regional and Area Studies courses. Since one focus of this sequence is resource conservation, a minor in Agriculture, Biology, Chemistry, Environmental Health, or Recreation and Park Administration is strongly recommended.

Teacher Certification Sequence:

— 37 hours required. Part of entitlement program leading to certification: secondary 6-12. Student's program must be planned in consultation with an adviser.

— Required courses: GEO 100, 101, 110, 135, 145, 150, 200, 201, 205, 275; one course selected from GEO 215, 220, 240, or 245 and one course selected from GEO 230, 250 or 255; and GEO 307.

— Additional electives in Geography must be selected to complete the 37 hour requirement of the major.

To qualify for certification, students must complete an education minor, the professional education requirements, and the general education requirements as described in the *Teacher Education Requirements-High School* section of this catalog.

If a student chooses to focus on Physical Geography/Earth Science, it is strongly recommended that a minor be selected from biological sciences, chemistry, geology, mathematics, or physics. If a student chooses to focus on Human/Regional Geography, it is strongly recommended that a minor be selected from anthropology, economics, history, political science, or sociology.

MINOR IN GEOGRAPHY

— 24 hours in Geography required.

— Required courses: GEO 100, 135, 150, 300, and one course selected from GEO 215, 220, 225, 230, 240, 245, 250, or 255. Additional electives must be selected from the required courses in one of the sequences in the major to complete the minimum requirements of 24 hours.

— Note on Geography Minor: Students wishing to minor in Geography are requested to inform the department

of their intention and are invited to discuss their program with an adviser.

MINOR IN GEOGRAPHY

For Teacher Education

— 24 hours required.

— Required courses: GEO 100, 110, 135, 145, 150, 200; GEO 307 or HIS 290.

Geology Programs

Degrees Offered: B.A., B.S.

MAJOR IN GEOLOGY

— 37 hours in Geology required.

— Required courses: GEO 105, 107, 109, 280, 285, 290, 295, and 395 or an equivalent accredited summer field course; MAT 110 or competence; PHY 108 and 109 (or 110 and 111); CHE 140 or equivalent, and 141.

— Strongly recommended: BSC 194; MAT 145, 146 (needed to enter graduate programs in geology); GEO 385.

MINOR IN GEOLOGY

— 22 hours in Geology required.

— Required courses: GEO 105, 107, 109.

— Note on Geology Minor: Students wishing to minor in Geology are requested to inform the department of their intention and to discuss their program with a geology adviser.

Honors in Geography/Geology: The Department of Geography-Geology offers honors work to highly qualified students. Students interested in pursuing honors work may obtain further information by contacting the department chairperson.

Geography Courses

100 EARTH SCIENCE 3 US-3 F,S,Summer
A geographical perspective on the natural environment. Landforms, weather, climate, soils, vegetation.

101 EARTH SCIENCE LABORATORY 1
GEO 100, or GEO 105, or conc reg req.

Practical application of principles of earth science through laboratory experiences emphasizing meteorology, climatology, soils, vegetation, and landforms.

110 WEATHER 3 US-3 F,S,Summer
An introduction to atmospheric science, leading to a better understanding of day-to-day weather and climate.

135 WORLD GEOGRAPHY 3 US-5 F,S,Summer
Regional studies of the peoples, languages, religions, economic activities and settlement patterns of the world.

145 MAPS AND MAP READING 3 F,S
Fundamental map concepts: scale, coordinates, symbolization, relief, directions. Major map and graph types for visual-spatial analysis and interpretation. Map history.

150 ECONOMIC GEOGRAPHY 3 US-5 F,S
Spatial distribution of a variety of activities related to production, exchange, and consumption of goods and services.

200 CLIMATE: EARTH SCIENCE II 2 S
GEO 110 rec.

Climatic classification, sources of climatic data, world climatic patterns, and climatic effects on natural vegetation and human activities.

201 PHYSICAL GEOGRAPHY: EARTH SCIENCE III 3*GEO 100 or 105 req. GEO 101 rec. Field trips req.*

Spatial analysis of selected topics involving the natural environment. Topographic maps and aerial photography used extensively.

205 CONSERVATION OF NATURAL RESOURCES 3 US-5 F,S

The human impact on the natural environment. Emphasizes soil, wildlife, forest, mineral and fuel, water and air conservation.

208 POLITICAL GEOGRAPHY 3 F

Introduction to the field of political geography. Emphasis on spatial patterns of political activity.

210 HISTORICAL GEOGRAPHY 2 S

Introduction to the field of historical geography with emphasis on analysis and reconstruction of past geographies.

215 UNITED STATES 3 F

Major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns.

220 ILLINOIS 2*Field trips may be included.*

Physical environment and patterns of human occupancy.

225 CANADA 3

Natural regions, resources, economic activities, settlement patterns, interregional, and international relations.

230 LATIN AMERICA 3 US-8 F,S

Regional analysis of the major political units; emphasis on physical, cultural, and economic characteristics.

240 EUROPE 3 F,S*GEO 135 rec.*

Patterns of occupancy and development. Emphasis on the countries of the European Economic Community.

245 SOVIET UNION 3

Physical resource patterns and their significance to industrial, agricultural land use, general economic, and political development.

250 AFRICA 3 US-8 F,S,Summer

Regional study of Africa. Patterns of society as related to the natural environment.

255 ASIA 3 US-8 S

Countries, regions, and peoples of Asia. Selected regions, specific localities, and special problems.

260 AUSTRALIA AND THE PACIFIC 3

Patterns of the natural environment and man's historical, economic, and political development in Australia, New Zealand, Micronesia, Melanesia, and Polynesia.

265 OUR NATIONAL PARKS 3*Field trips may be included.*

National Parks of the United States in terms of physiography, geology, climate, flora, fauna, and scenic qualities.

300 CARTOGRAPHY 3 F*Field trip and drafting supplies req. Jr/Sr standing req.
GEO 145 rec.*

Theory and techniques regarding graphic representation of statistical data, including compilation, drafting, and reproduction of various types of thematic maps.

302 COMPUTER CARTOGRAPHY 3 S*GEO 300 or conc reg req. 3 hrs computer programming rec.*

Application of the computer to contemporary cartography. Packaged software and student-generated programs are used to investigate various spatial problems.

303 GEOGRAPHIC INFORMATION SYSTEMS 3 F*GEO 302 or ACS 155.02 or ACS 150 or conc reg req.*

Fundamental principles of geographic information systems; emphasis on raster and vector based systems and their applications to spatial analysis.

305 REMOTE SENSING I 3 F*Jr/Sr standing req. Field trip req.*

Basic principles of image interpretation with photogrammetry. Techniques and measurements in remote sensing.

306 REGIONAL AND AREA STUDIES 1-9*Field work req. Cons instr req.*

Intensive on-site study of particular lands, environments, cultures, and peoples.

307 TEACHING GEOGRAPHY/ EARTH SCIENCE 3 F*Teaching maj only. Adm to Teacher Ed req. Not for grad credit. C&I 200 (6 hours) or 200.03 (grade of C or better) req or conc reg. 8 hours of geography or geology req. Inc Clin Exp.*

Approaches to the teaching of geography and earth science in grades 6-12.

308 QUANTITATIVE METHODS IN GEOGRAPHY 3 F*MAT 110 or equiv rec.*

Use and interpretation of basic statistical techniques in geographical problems.

310 FIELD GEOGRAPHY 3 F*9 hrs Geography req. Field work req.*

Techniques for the systematic acquisition and interpretation of geographic field data. Includes introduction to Orienteering.

315 SEMINAR IN GEOGRAPHY 2 S*Sr stand req. 12 hrs Geography req.*

Designed to acquaint the student with career opportunities in geography and the subfields of geography.

320 RURAL LAND USE AND AGRICULTURAL GEOGRAPHY 3*GEO 150 req.*

Spatial aspects of agriculture: regionalization, distribution, and theories of location relating to crop and livestock production and other rural land uses.

330 TRANSPORTATION AND COMMUNICATION 3*GEO 150 or Jr/Sr standing in Economics or College of Business req. MAT 110 or equiv rec.*

Geographic analysis of systems of spatial interaction including influence of transportation on industrial location and regional development.

333 LOCATIONAL ANALYSIS 3 S*GEO 150 or Jr/Sr standing in Economics or College of Business req. MAT 110 or equiv. rec.*

Geographic location theory and spatial analysis applied to problems in retailing, wholesaling, and industrial activities.

336 URBAN GEOGRAPHY 3 F,S*Jr/Sr standing req.*

Internal morphology, external relationships, and other spatial aspects of cities.

338 LIFE AND LANDSCAPE 3 F*GEO 135 or cons instr req. Field work req.*

Cultural landscapes and folklife in North America and Western Europe.

345 PROBLEMS IN CONSERVATION AND OUTDOOR RECREATION 3*GEO 205 req.*

Specific problems in conservation and resource use including outdoor recreational resources.

350 URBAN PHYSICAL ENVIRONMENTS 3*GEO 201 req; GEO 370 rec. Field trips req.*

Urbanization-caused changes in various physical systems.

351 CARTOGRAPHIC PROCESSES 3 S*Drafting supplies and A or B in GEO 300 req. Materials charge optional.*

Techniques of design, production and reproduction of maps, including multi-separations, scribing, darkroom techniques and materials, and color proofing.

355 REMOTE SENSING II: IMAGE INTERPRETATION AND ANALYSIS 3 S*GEO 305 req. Field trip req.*

Major spectral bands employed in remote sensing technology. Applications to subfields are studied through manual and digital image analysis.

370 URBAN AND REGIONAL PLANNING 3 S*Jr/Sr standing req.*

Introduction to the planning process and the major elements used in plan implementation such as zoning regulations, subdivision regulations, and the official map. Field research may be required.

398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN GEOGRAPHY 1-16 F,S,Summer

100 hrs. 2.2 GPA, GEO 315, and cons dept chair req. Max 4 hrs credit toward Geography maj. 40 hrs internship/credit hr. Advance arrangements req.

Planned, supervised professional experience in a public or private organization. The experience provides an introduction to a career in geography. May be paid.

398.51 PROFESSIONAL PRACTICE: COOP IN GEOGRAPHY 1-16 F,S,Summer

45 hrs. 2.2 GPA and cons dept chair. Max 4 hrs credit toward Geography maj. 120 hrs coop/credit hr. Advance arrangements req.

Planned, supervised, paid professional experience in a public or private organization. The experience provides an introduction to a career in geography.

Geology Courses

105 INTRODUCTION TO GEOLOGY I 3 US-3 F,S

Origin and types of earth materials; internal and external earth processes and development of landscapes. Equivalent to physical geology.

107 INTRODUCTION TO GEOLOGY II 3 US-3 F,S*GEO 105 or cons inst req. Field trip req.*

Origin and evolution of the earth as interpreted from rock sequences, fossils, and geologic maps; emphasis on geologic principles.

109 INTRODUCTORY GEOLOGY LABORATORY 2 F,S*GEO 107 or conc reg req.*

Mineral and rock identification, topographic maps and surface features, geologic maps, fossils, geologic interpretations, geologic provinces of North America.

115 INSIGHTS INTO THE NATURAL SCIENCES 3 F,S*Also offered as BSC 115 and PHY 115. Not for credit maj/min. Not for credit if had BSC 185.*

Introduction to the nature and application of the scientific method through the study of topics in the natural sciences. Emphasis is placed on development and testing of scientific theories and interrelationship of the natural sciences.

195 INTRODUCTION TO OCEANOGRAPHY 3 US-3 S*Also offered as BSC 195.*

General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.

275 LIFE OF THE GEOLOGIC PAST 3 US-3 F,S*Not for credit maj.*

Origin, classification and evolution of life from early forms to modern types as revealed by the fossil record.

276 ENVIRONMENTAL GEOLOGY 3 S

Recognition of geologic hazards such as earthquakes and floods. Evaluation of geologic resources and the legal and geologic limitation of resource utilization.

278 GEOLOGIC TECHNIQUES 3 F,S*GEO 105, 107, 109 req.*

Methods, materials, and equipment used in analysis, interpretation, and mapping of earth materials, physical environments, and geologic structures.

280 MINERALOGY 4 F*GEO 105, 109; and CHE 140 req. Lecture and lab.*

Crystallography, internal structure, chemistry, recognition and occurrence of minerals.

285 IGNEOUS AND METAMORPHIC PETROLOGY 4 S*GEO 280 req. Lecture and lab. Field trip req.*

Description, classification, and origin of igneous and metamorphic rocks.

290 STRUCTURAL GEOLOGY 4 F*GEO 107, 109 req. MAT 110 rec. Lecture and lab. Field trip req.*

Mechanics and processes of deformation of the earth's crust and the resulting structures.

295 SEDIMENTOLOGY 3 F*GEO 107, 109 req. Lecture and lab. Field trip req.*

Origin, transportation, deposition, and diagenesis of sedimentary materials with emphasis on classification of sedimentary rocks.

296 STRATIGRAPHY 3 S*GEO 107, 109 req. GEO 295 rec. Lecture and lab. Field trip req.*

Distribution, correlation and analysis of stratified rocks.

360 GROUNDWATER GEOLOGY 3 S*GEO 105, 109; MAT 110 or equiv req. Field trips req.*

Groundwater occurrence and movement, aquifer evaluation, field and lab measurements, contamination and other applications.

362 ENGINEERING GEOLOGY 3 F*GEO 105, 109 req. PHY 108; MAT 110 or equiv rec. Field trips req.*

Engineering applications of geology, construction problems of geologic origin and their engineering solutions.

364 GEOPHYSICS 3 **S**
GEO 105, 285, 290; MAT 110; PHY 108; or cons inst req.

Principles of geophysics and systems of measurement which are tools of exploration for geologic resources. Gravity, magnetics, seismic, electrical, well logging, and geothermics.

375 ECONOMIC GEOLOGY OF FOSSIL FUELS 3 **F**
GEO 107, 109 req.

Methods of exploration; origin, composition, accumulation, and production of petroleum; composition, classification, and production of coal; world fuel resources.

377 GEOLOGY OF ORE DEPOSITS 3 **S**
GEO 280 req; GEO 290 rec.

Theory of processes of ore formation, controlling factors of ore localization, with case studies.

380 GEOMORPHOLOGY 3 **S**
GEO 100 or 105 req. Field trips req.

Origin, classification, description, and interpretation of landforms.

382 GLACIAL AND QUATERNARY GEOLOGY 3 **F**
GEO 100 or 105 req. Field trips req.

Development of glaciers, glacial movements, deposits, and landforms as background for discussion of present landscapes.

384 REGIONAL GEOLOGY OF THE UNITED STATES 3 **F**
GEO 107, 109 req.

Systematic study of the stratigraphy, structural geology, and geomorphology of the United States based on natural geologic regions.

385 INVERTEBRATE PALEONTOLOGY 4 S
GEO 107, 109 req. BSC 194 rec. Lecture and lab. Field trip req.

Examination and analysis of major fossil invertebrate phyla; emphasis on groups with paleoecologic and stratigraphic significance.

386 MICROPALAEONTOLOGY 4 **F**
GEO 385 rec.

Calcareous, siliceous, and phosphatic micro-fossil groups with emphasis on their structure, classification, ecological/paleoecologic, and time stratigraphic utility.

390 OPTICAL MINERALOGY 4 **S**
GEO 280 req. Lecture and lab.

Optical theory and techniques in the use of the petrographic microscope, optical identification of minerals using oil immersion and thin-section methods.

395 FIELD GEOLOGY 6 **Summer Only**
GEO 280, 285, 290, 295 req.

Application of geologic principles to field mapping and interpretation in the Black Hills and Central Rocky Mountains.

HISTORY (HIS)

334 Schroeder Hall, (309) 438-5641

Acting Chairperson: Dorothy Lee.

Tenured/Tenure-track Faculty: Distinguished Professor: Schapsmeier. Professors: Austensen, Davis, Ekberg, Freed, Grabil, Holsinger, Homan, D. MacDonald, Plummer, Rayfield, Reitan, Sessions, Simms, Wyman. Associate Professors: Cohen, Holt. Assistant Professors: Bergstrom, Brooks, Malone, McBride, Perez, Tavakoli-Targhi.

Other Faculty: Instructional Faculty: Assistant Professors: Mazzola. Lecturers: Carroll, Harmon, S. MacDonald, Westbury.

History Programs

Degrees Offered: B.A., B.S.

MAJOR IN HISTORY

- 33 hours in History required.
- Required courses: a minimum of 21 hours at the upper-division level, including 2 courses at the 300-level; 3 hours each in United States, European, and non-Western History. Non-Western courses include HIS 125, 126, 127, 254, 261, 263, 269, 271, 272, 275, 276, 351, 373, 375, 377, 378.

Teacher Certification Sequence:

- 39 hours in History required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: A minimum of 21 hours at the upper-division level, including two courses at the 300-level. Distribution requirements are 9 hours of United States History, 9 hours of World History (3 of which must be non-Western; see listing under Major in History), and History 290 and 390.
- 8 additional hours must be taken from one of the following areas: ECO, GEO, POS, Sociology.

MAJOR IN SOCIAL SCIENCES

The Department of History administers the Social Sciences majors by providing advisement, teacher education specialists for those interested in that option, and club activities. For specific information about the programs see Social Sciences Programs.

MINOR IN HISTORY

- 21 hours in History required.
- Required courses: 12 hours at the upper-division level; 3 hours each in United States, European, and non-Western History (see listing under Major in History for non-Western courses).

MINOR IN HISTORY

For Teacher Education

- Requirements are the same as for History minor; HIS 290 recommended in addition to required courses.
- Requirements for teacher certification in another major field must be met.

Honors in History: The department offers honors work in History to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study on historical topics of the student's own choosing with seminar-style research. Students interested in participating in the department's honors program may secure further information by contacting the chairperson of the Department of History. The department also offers in-course honors work in all its courses for students enrolled in the University Honors program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

History Courses

101 WESTERN CIVILIZATION TO 1500 3 US-2 **F,S**

Not for credit if had HIS 121 or 123.

Western civilization from its beginnings in the ancient Near East until the Renaissance, emphasizing cultural and political history.

102 MODERN WESTERN CIVILIZATION 3 US-2 F,S

Not for credit if had HIS 124.

Western civilization from the Renaissance to the present, emphasizing cultural and political history.

125 HISTORY OF ASIAN CIVILIZATIONS 3 US-8 F,S

Introduction to the major traditions of India, Southeast Asia, China and Japan; emphasis on continuity and change in modern Asia.

126 HISTORY OF THE MIDDLE EAST AND AFRICA 3 US-8 F,S

Political, cultural, social, and economic study, with an emphasis on ancient cultures and the emergence of nation-states.

127 HISTORY OF LATIN AMERICA 3 US-8 F,S

Cultural, economic, political, and social survey of Latin America from pre-Columbian to present times.

135 HISTORY OF THE UNITED STATES TO 1865 3 US-2 F,S

Not for credit if had HIS 137.

Political, economic, social, and cultural developments from the colonial period to the Civil War.

136 HISTORY OF THE UNITED STATES SINCE 1865 3 US-2 F,S

Not for credit if had HIS 137.

Agrarian and industrial revolutions, development of American institutions, and America as a world power.

137 THE AMERICAN EXPERIENCE 3 US-2 F,S

Not for credit if had HIS 135 or 136. Not rec maj/min.

A one-semester course in American History emphasizing a theme of special interest. The theme may vary with each semester or instructor.

220 ANCIENT HISTORY: GREECE 3 US-2 F

Political and cultural evolution of the Greek World from preclassical times to the Hellenistic Age.

221 ANCIENT HISTORY: ROME 3 US-2 S

The Roman republic and empire with emphasis on the constitutional evolution of Rome.

222 THE MIDDLE AGES: 395-1100 3 F

The disintegration of ancient civilization and the gradual emergence of three successor civilizations: Byzantium, the Muslim World, and Western Europe.

223 THE MIDDLE AGES: 1100-1500 3 S

The climax and decline of medieval civilization.

224 THE RENAISSANCE: EUROPE: 1300-1500 3 F

Political, economic, social, intellectual, cultural transition to early modern Europe; spread of Renaissance from origins in Italy; exploration and discovery.

225 THE REFORMATION: EUROPE: 1500-1600 3 S

Protestant and Catholic reformations in the setting of 16th century politics, economics, society; intellectual and cultural currents; European expansion.

228 EUROPE IN THE NINETEENTH CENTURY: 1815-1914 3 US-2 F

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

229 EUROPE IN THE TWENTIETH CENTURY 3 F,S

The origins of the World Wars, Marxism-Leninism, Nazi and Soviet totalitarianism, and the role of Europe in the Cold War.

230 THE CONTEMPORARY WORLD 3 F

Major economic, social, political, and cultural changes since 1945. The Cold War, the revolution in expectations and the emerging concern over depletion of resources and environmental imbalances.

231 POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND TO 1688 3 F

History of medieval and Tudor-Stuart England to the Glorious Revolution, including the English background to American government and law.

232 ENGLISH HISTORY SINCE 1688 3 S

English history from the Glorious Revolution of 1688-89 to the present; political, social, and cultural history are emphasized.

233 HISTORY OF RUSSIA TO 1725 3 F

Russian history from earliest times to the 18th century, including political, social, economic, and intellectual developments.

234 HISTORY OF RUSSIA SINCE 1725 3 S

Russian political, social, economic, and intellectual developments; the Russian Revolution; Russia in the 20th century.

235 FRENCH HISTORY TO THE REVOLUTION 3 US-2 F

French history from the Middle Ages to the French Revolution with emphasis upon French culture, including social, intellectual, and artistic movements.

237 MODERN GERMANY: 1848-PRESENT 3 F

Survey of German social, political, diplomatic, and intellectual history in the 19th and 20th centuries.

241 COLONIAL LIFE AND INSTITUTIONS 3 F

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil.

243 THE EARLY NATIONAL PERIOD: 1787-1815 3 F,S

Emphasis upon the establishment of a national government; the principles and influence of early federalism and of Jeffersonian democracy.

244 THE AGE OF JACKSON: 1815-1848 3 F,S

The awakening of American nationalism as typified by the economic, political, social, and cultural changes of the Jacksonian period.

246 CIVIL WAR AND RECONSTRUCTION: 1848-1877 3 F,S

Causes and process of secession; problems of the Lincoln and Davis administrations, conduct of the war, and the problems of reconstruction.

247 THE GILDED AGE IN AMERICA: 1877-1900 3 F

Industrialization and responses to industrialism in America; special attention given to business and political leaders, farmers, Afro-Americans, and writers.

248 UNITED STATES IN THE TWENTIETH CENTURY TO 1933 3 F,S

Significant aspects of American history from the Populist era to the Great Depression of 1932.

249 UNITED STATES IN THE TWENTIETH CENTURY SINCE 1933 3 F,S

Significant aspects of American history from the 1930s to contemporary times.

250 HISTORY OF WOMEN IN AMERICA 3 US-2 F,S

The role of women in the economic, social, political, and cultural history of America from the colonial period to the present.

251 HISTORY OF AMERICAN DIPLOMACY TO 1898 3 F

The history of the foreign relations of the United States from the revolution to 1898.

252 HISTORY OF AMERICAN DIPLOMACY SINCE 1898 3 S

The history of the foreign relations of the United States since 1898.

253 AMERICAN CONSTITUTIONAL HISTORY 3 F

The history of American constitutional and legal developments from the colonial period to the present.

255 HISTORY OF THE AMERICAN FRONTIER 3 F,S

Westward movement and the influence of the frontier on American life and institutions.

256 AMERICAN BUSINESS HISTORY 3 F

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity.

257 AFRO-AMERICAN HISTORY TO 1865 3 F

The history of Black Americans from Colonial times to the Civil War.

258 AFRO-AMERICAN HISTORY SINCE 1865 3 S

The history of Black Americans from the Reconstruction period to the present.

259 HISTORY OF ILLINOIS 3 S

A survey of the history of Illinois from the time of the French explorers to the present.

260 HISTORY OF CANADA 3 S

Survey of the history of Canada from the settlement of the French colonists in the 17th century to the present.

263 MODERN MEXICO 3 US-8 F

Survey of Mexican history from the mid-eighteenth century.

268 PEACE HISTORY 3 F

A historical survey of peace reformers, ideas, organizations, institutions, and movements in the Western and non-Western world.

269 HISTORY OF JAPANESE RELIGIONS 3 F

A study of the development of Japanese Religions from Pre-History to the present.

270 WORLD RELIGIONS/WORLDVIEWS 3 F

The great religions of the world, primarily Judaism, Hinduism, Buddhism, Christianity, and Islam; also includes Zoroastrianism, Confucianism, Taoism, Shintoism, primal religion, humanism, Marxism, and civil religion.

271 ISLAMIC CIVILIZATION 3 US-8 F

Political, social, economic survey of the Middle East from Muhammad to the 19th century, emphasizing origins and achievements of the Islamic age.

272 MODERN MIDDLE EAST 3 S

Political, social, and economic survey of the Middle East from the 19th century to the present, emphasizing the rise of the modern nation-states.

273 THE IMMIGRANT IN AMERICAN HISTORY 3

The changing role of immigration in American social, economic, and political history.

274 HISTORY OF MODERN MEDICINE 3

A survey of the rise of modern medicine from 1500 to the present.

275 HISTORY OF JAPANESE CIVILIZATION 3 US-8 F

Topical and chronological examination of Japanese religions, philosophies, art, music, literature, societal values and behavior.

276 HISTORY OF CHINESE CIVILIZATION 3 S

Topical and chronological examination of Chinese religions, art, music, literature, societal values and behavior.

278 UNITED STATES MILITARY HISTORY 3 F

U.S. military history in a global context from the colonial period to the present.

279 WORLD WAR II 3 S

General survey of World War II including military, diplomatic, and cultural concerns, with the United States receiving primary attention.

290 SOCIAL STUDIES TEACHING METHODOLOGY I 3

C&I 200 (4 hrs.) or 200.01 & 200.02 (4 hrs grade of C or better req) or 216 (4 hrs) or conc reg. Exceptions may be made by cons inst. Req for HIS/SOC SCI maj in teacher ed programs. Incl Clin Exp.

Special methods and pre-student teaching clinical experiences for History-Social Science teacher education students. Includes observation and participation in classroom settings. Must be completed prior to student teaching.

292 CAREERS FOR HISTORY AND SOCIAL SCIENCES MAJORS 1

Acquaints students with career opportunities and relates History and Social Sciences skills learned to those needed in various career situations. Includes instruction in job placement skills.

294 HONORS THESIS 3 F,S

Honors students or cons inst.

Directed by a faculty member competent in the thesis field. The History Department shall approve the topic before registration.

296 HISTORIOGRAPHY AND HISTORICAL METHOD 3 F

Explores the character and discipline of history through the study of representative historians.

306 REGIONAL AND AREA STUDIES 1-9

Cons inst. Usually given cooperatively with other depts.
Intensive study of particular lands, environments, cultures, and peoples.

311 AGE OF THE AMERICAN REVOLUTION 3

The emergence of the United States as an independent nation from 1763 to the Constitutional Convention in 1787.

315 SLAVERY AND THE OLD SOUTH 3

Historiography of slavery and the pre-Civil War South.

320 LINCOLN: THE MAN AND HIS TIMES 3

Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with people and events of his time.

321 GREAT FIGURES OF AMERICAN HISTORY 3

Personalities selected from American history with emphasis on the contributions and lasting influence of significant individuals.

322 AMERICAN URBAN HISTORY 3

Survey of the history of the American city from 1820 to the present.

323 AMERICAN CULTURAL AND INTELLECTUAL HISTORY: 1620-1860 3

American progress in the fine arts, philosophy, literature, and science from Puritan times to 1860.

324 AMERICAN CULTURAL AND INTELLECTUAL HISTORY: 1860 TO THE PRESENT 3

The impact of naturalism, industrialization, secularization, and urbanization upon American culture since 1860.

325 PROBLEMS IN TWENTIETH CENTURY UNITED STATES CONSTITUTIONAL HISTORY 3

Major problems in American constitutional history since the Progressive Era; civil rights, freedom of speech and religion, federal-state relations.

326 PROBLEMS IN UNITED STATES ECONOMIC HISTORY 3 F

Contrasting views on major issues in the economic history of the United States as a colony, an agrarian republic, and an industrial state.

327 AMERICAN LABOR HISTORY 3

The Industrial Revolution's impact upon workers, with emphasis on the responses through unions and politics, and on the role of government.

330 THE FAMILY IN HISTORY 3

History of the family in Europe and America, viewing the changes from idealist, economic determinist, family systems, and psychoanalytic perspectives.

341 EUROPEAN INTELLECTUAL HISTORY TO 1600 3

The ideas of the ancient world, Middle Ages, Renaissance, Reformation, examined in a social, political and economic context.

342 EUROPEAN INTELLECTUAL HISTORY SINCE 1600 3

The ideas of the scientific revolution, enlightenment, 19th century and 20th century, examined in a social, political and economic context.

343 MODERN EUROPEAN DIPLOMATIC HISTORY: 1789-1890 3

The diplomatic history of Europe from the French Revolution to the fall of Bismarck.

344 MODERN EUROPEAN DIPLOMATIC HISTORY: 1890 TO PRESENT 3

The diplomatic history of Europe from the fall of Bismarck in 1890 to the present.

345 FRENCH REVOLUTION AND NAPOLEON: 1789-1815 3

Society, culture and government under the monarchy; destruction of the old order; rise and fall of Napoleonic France.

351 ANCIENT NEAR EAST 3

The civilizations of Mesopotamia and Egypt from the neolithic period to 500 B.C.

355 POPULAR CULTURE IN EARLY MODERN EUROPE 3 F

History of the culture of the common population of Europe 1400 to 1800: pre-conditions, formation, principal elements, decline of the culture.

356 THE ENLIGHTENMENT 3

Intellectual and social history of the western world during the eighteenth century.

361 EIGHTEENTH-CENTURY BRITAIN: 1689-1815 3

Britain from the Revolution of 1688-89 through the early Industrial Revolution and Napoleonic wars.

362 MODERN BRITAIN: 1815 TO THE PRESENT 3

A general survey of British history in the 19th and 20th centuries.

365 NAZI GERMANY: 1933-45 3

Reading, discussion and research in the major books and articles in the field.

366 SOVIET RUSSIA: 1917 TO THE PRESENT 3

An evaluation of the origins and rise of Bolshevik power, concentrating on economic, cultural, and social developments.

373 HISTORY OF MODERN CHINA 3

Concentrates on the Western and Chinese collision since the 1800s and the responses of traditional, national, and contemporary China to modernization.

375 HISTORY OF MODERN JAPAN 3

Concentrates on Japan's modernization, goals of Meiji leaders, contradictory tendencies of pre-war Japan, and contemporary Japan.

377 HISTORY OF THE ARAB-ISRAELI CONFLICT 3

Historical analysis of the conflict between Arabs and Israelis emphasizing the roles of religion, nationalism, superpowers, and war in the conflict.

378 ISLAM 3

In-depth study of Islam, focusing on ideas rather than events. Topics include law, mysticism, art, and resurgent Islam.

**390 SOCIAL STUDIES TEACHING
METHODOLOGY II 3**

HIS 290 and C&J 200 (6 hrs.) or 200.03 (2 hrs. Grade of C or better req) or conc reg. Incl Clin Exp. Adm. to Teacher Ed. req.

Social studies project materials, use of instructional models, and clinical experiences. Must be completed prior to student teaching.

394 ORAL HISTORY 3

Formerly HIS 433 ORAL HISTORY SEMINAR.

Study and use of oral history as a research tool, and its application as a research technique.

395 ARCHIVES AND MANUSCRIPTS 3

Nature, acquisition, processing and use of archives and manuscripts. Emphasis on theory and principles with practical exercises.

398 PROFESSIONAL PRACTICE:**INTERNSHIP IN HISTORY 1-16 F,S**

75 hrs; 2.6 GPA in HIS courses; completion of all application procedures; cons HIS prof prac coord. Max 6 hrs toward HIS maj.

Planned, supervised experience in a professional capacity in archives, business, government, historical archaeology, historical preservation, historical editing and publishing, historical societies, museums, or other application of history.

MATHEMATICS (MAT)**313 Stevenson Hall, (309) 438-8781**

Chairperson: Jane Swafford.

Tenured/Tenure-track Faculty: Distinguished Professor: Dossey. Professors: Berk, Friedberg, Insel, Otto, Ritt, Sennott, L. Spence, Swafford, Thornton, C. Vanden Eynden. Associate Professors: Brown, Edge, Ha, Hathaway, Morris, Plankl, Shilgalis, A. Thompson, P. Thompson. Assistant Professors: Banks, Behr, Hershberger, Jacobs, Jinadasa, Lubinski, Marsalli, Parr, Tipnis.

Other Faculty: Instructional Faculty: Instructors: Copely, Hunt. **Lecturers:** Baumgardner, Benson, Clindaniel, Fuller, Hayden, J. Hill, P.Hill, Karl, McGehee, Miller, Parsons, Reitz, Rogers, Spangler, Linda Spence, J. Vanden Eynden, Warfield, Wells, Young.

Mathematics Programs

Degrees Offered: B.A., B.S.

Career Information: Career needs in a wide variety of vocations are met by the diverse course offerings in the Mathematics Department. These include vocations in secondary teaching, business management, and actuarial science; vocations that involve research or applications of mathematics in business, government, and industry; and vocations involving research or applications of mathematics in the physical and social sciences. The needs of those preparing for continued study and research in mathematics are met also by the departmental offerings. The undergraduate degree programs are designed to be sufficiently flexible to meet career aspirations, to allow for individual exploration in various areas of interest, and also to permit suitable breadth for a liberal education.

Students are urged to consult with the mathematics undergraduate director or mathematics faculty in planning their programs. Information on careers in mathematics can be secured from the mathematics undergraduate director in Stevenson 313G and from the Mathematics Career Center in Stevenson 330.

Students interested in meeting the requirements for certification to teach secondary school mathematics must consult with a mathematics education adviser to design a special program of studies.

Students preparing for a specific career are advised to include courses from one of the following lists. The courses with an asterisk should be among those selected. Those wishing a major or minor in Mathematics should select additional courses from the list as well. (Note that some courses in the following lists may not count toward major or minor requirements.):

Business Management: 164, 166, 260, 337, 340, 350*, 351*, 353, 356, 360, 362*, 363, 368*, 370, 378.

Secondary Teaching: 166, 210, 211*, 236*, 260, 320, 321, 323*, 324*, 326, 330, 336, 347, 350, 362, 378.

Business, Government, and Industry: 164*, 166, 260, 337, 340*, 341, 345, 349, 350*, 351*, 353, 356*, 360, 362, 363, 368, 370, 378.

Applications or Research in Physical Sciences: 164, 166, 236, 337, 340*, 341*, 345*, 349*, 350, 370, 378.

Applications or Research in Social Sciences: 164, 166, 260, 337, 340, 350*, 351*, 356*, 360, 362, 363, 368, 378.

Graduate Study and Research in Mathematics: 164, 166, 210, 236*, 330, 336*, 337*, 340, 341, 345, 347*, 349*, 350, 351, 360, 368, 370, 378.

Notes on Mathematics Programs: Departmental requirements for admission to the University Teacher Education Program include a minimum GPA of 2.2 and a positive recommendation from the Teacher Education Committee. The same admission requirements hold for transfer students.

The following courses may not be used to satisfy requirements for a major, comprehensive major, or minor: MAT 105, 107, 108, 109, 120, 121, 151, 152, 201, 202, 203, 204, 205, 298, 298.50, 301, 302, 303, 304, 305, 306, 307, 308, 309, 311, 312, 385.

Students who have taken calculus in high school may request to take a Calculus Proficiency Test. If proficiency credit is granted, students may begin their mathematics courses with MAT 146 or a higher level course.

To ensure proper placement, transfer students should consult with an adviser prior to registration for classes. A maximum of four semester hours may be given toward a major or minor for acceptable precalculus courses based upon advanced placement or transfer.

COMPREHENSIVE MATHEMATICS MAJOR

- 52 hours in Mathematics required.
- Required courses: MAT 145, 146, 147, 175, 337; ENG 145 or 249 or equiv.
- One computer programming course from MAT 164, 166; ACS 164, 166, 168. Note: Hours taken in ACS do not count toward the required 52 hours in MAT.
- At least 18 semester hours chosen from MAT 210, 211, 236, 260, 330, 334, 336, 339, 340, 341, 345, 347, 349, 350, 351, 360, 361, 362, 363, 368, 370, 378.
- As many as 10 hours chosen from courses outside of MAT that require calculus as a prerequisite may be substituted for elective hours in MAT.

Teacher Certification Requirements:

- MAT 211, 236, and 323 are required. The requirements for the Comprehensive Mathematics Major must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211 and C&J 200.03 or the equivalent, and MAT 236 (or concurrent registration are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)

- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.
- Professional Education requirements: PSY 215; C&I 200.01 and 200.02, or 216; C&I 200.03; SED 218 or C&I 200.04; EAF 228 or 231 or 235; Student Teaching 399.

MAJOR IN MATHEMATICS

- 36 hours in Mathematics required.
- Required courses: MAT 145, 146, 147, 175; ENG 145 or 249 or equiv.
- One computer programming course from MAT 164, 166; ACS 164, 166, 168. **Note:** Hours taken in ACS do not count toward the required 36 hours in MAT.
- At least 4 courses must be chosen from MAT 211, 236, 260, 330, 334, 336, 337, 339, 340, 341, 345, 347, 349, 350, 351, 360, 361, 362, 363, 368, 370, 378.
- At least 18 of the 36 mathematics hours must be at the 200 level or above.

Teacher Certification Sequence:

- MAT 211, 236, and 323 are required. The requirements for the major in Mathematics must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211 and C&I 200.03 or the equivalent, and MAT 236 (or concurrent registration are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.
- Professional Education Requirements: PSY 215; C&I.01 and 200.02, or 216; C&I 200.03; SED 218 or C&I 200.04; EAF 228 or 231 or 235; Student Teaching 399.

MINOR IN MATHEMATICS

- 24 hours in Mathematics required.
- Required courses: MAT 145, 146, 147 or 260, 175.
- At least 8 semester hours chosen from MAT 236, 260, 330, 334, 336, 337, 339, 340, 341, 345, 347, 349, 350, 351, 360, 361, 362, 363, 368, 370, 378.

MINOR IN MATHEMATICS

For Teacher Education

- Required courses: MAT 145, 146, 147, 175, 211, 236, and 323. (Note: MAT 211 and C&I 200.03 or the equivalent, and MAT 236 (or concurrent registration are prerequisites for MAT 323.)
- Students should consult an adviser about the choice of a mathematics elective to satisfy secondary certification requirements.

Concentration in Actuarial Science: Actuaries work in the insurance industry or as consultants dealing with the risk of potential financial losses. A mathematics major provides necessary content preparation for an actuarial career since the professional exams in this field require the content of 100-300 level mathematics courses.

No specific courses are required for this concentration, but it is recommended that students prepare for and take Society of Actuaries Exams for courses 100 and 110 and obtain knowledge of career-related business topics by taking ECO 101, 102 and ACC 131, 132.

Students may prepare for the first five course exams by taking mathematics courses from the following lists:

- Course 100: 145, 146, 147, 175, 385.01
- Course 110: 350, 351, 385.02
- Course 120: 353, 356
- Course 130: 362, 386
- Course 135: 370

Further information on careers in actuarial science can be obtained from the mathematics undergraduate director in Stevenson 313G.

Honors in Mathematics and Mathematics Education: The department offers an honors program for majors emphasizing a broad liberal arts program with requirements in mathematics and University Studies. Students interested in participating in the departmental honors programs may secure further information by contacting the director of the Mathematics or the Mathematics Education Honors Program. The department also offers in-course honors for students enrolled in the University Honors Program.

COOP/Internship in Mathematics: The department offers a cooperative education/internship program for undergraduate mathematics majors which provides for practical work experience in business, government, or industry. Students interested in participating in the program may secure further information by contacting the Mathematics Cooperative Education/Internship Coordinator.

Mathematics Courses

- The minimum prerequisite for all mathematics courses is successful completion of first year high school algebra through quadratic equations.
- A year of high school geometry and a second year of high school algebra are highly recommended for anyone who wants to take mathematics courses.
- A grade of C or better is highly recommended in any course listed as a prerequisite to a course that a student intends to take. Students who fail to get at least a C in a prerequisite course are strongly encouraged to repeat the course prior to enrolling in the subsequent course.
- Students may not enroll in a course which is prerequisite to a course that has been completed with a grade of C or better.

102 BASIC ALGEBRA 4 F,S
*Does not count toward graduation. Cr/No Cr only.
Formerly MAT 189.02.*

Introduction to the basic concepts of elementary algebra.

105 ELEMENTARY APPLICATIONS OF MATHEMATICS 3 US-4 F,S
1 yr HS Algebra req. Not for cr maj/min or if had MAT 120. Not intended as preparation for any other math course. Hand calculator req. Formerly APPLICATIONS OF ELEMENTARY MATHEMATICS.

Problems in physical, biological and social sciences, business, politics, games and other fields solved by algebra, geometry, linear programming, probability, etc.

107 INTERMEDIATE ALGEBRA 3 F,S
Placement test req. Not for cr maj/min or if had MAT 109. Meets 5 days per week.

Intermediate course between one year of high school algebra and college algebra.

108 TRIGONOMETRY 2 F,S
Placement test or C or better in MAT 107 req. Not for cr maj/min or if had MAT 109. Hand calculator required.

109	MATHEMATICS FOR TECHNOLOGISTS	5	F,S
<i>Placement test req. Not for cr maj/min or if had MAT 107 or 108. Hand calculator req.</i>			
Intermediate algebra and basic trigonometry with application in the technology fields.			
110	COLLEGE ALGEBRA WITH TRIGONOMETRY	4	F,S
<i>Placement test or C or better in MAT 107 and 108, or 109 req. Designed especially to prepare for MAT 145. Hand calculator req.</i>			
Factorization theory; polynomial, radical, trig, exponential, and log equations; linear, polynomial and rational inequalities; graphing polynomial, rational, trig, exponential, and log functions; properties of trig and inverse trig functions.			
120	FINITE MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES	4 US-4	F,S
<i>Placement test or C or better in MAT 107 req. Not for cr maj/min. Hand calculator required.</i>			
Linear functions, matrices, systems of linear equations, linear programming, probability, statistics, and difference equations with applications.			
121	INTRODUCTION TO CALCULUS BUSINESS AND SOCIAL SCIENCES	4 US-4	F,S
<i>MAT 120, placement test or C or better in MAT 107 req. Not for cr maj/min. Hand calculator required.</i>			
Non-linear functions, intuitive differential and integral calculus, applications.			
145	CALCULUS I	4 US-4	F,S
<i>Competency test (MAT 110 content) req.</i>			
Differentiation with associated applications. Curve sketching. Introduction to integration with applications.			
146	CALCULUS II	4 US-4	F,S
<i>MAT 145 req with grade of C or better rec.</i>			
Calculus of the transcendental functions. Techniques of integration, L'Hospital's rule, improper integrals, applications, infinite series and Taylor's Theorem.			
147	CALCULUS III	4	F,S
<i>MAT 146 req with grade of C or better rec.</i>			
Conic sections. Polar coordinates and parametric equations in the plane with applications. Vector curves and surfaces in space. Partial derivatives, gradients, directional derivatives, and tangent planes. Multiple integration and line integrals.			
151	STRUCTURE OF NUMBER SYSTEMS I	3 US-4	F,S
<i>Basic skills competency req. Not for cr maj/min. Materials charge optional.</i>			
Properties of whole numbers and rational numbers; algorithms for the four basic operations. Elementary set theory, number theory, problem solving and use of calculators.			
152	STRUCTURE OF NUMBER SYSTEMS II	3	F,S
<i>MAT 151 req. Not for cr maj/min.</i>			
Continuation of MAT 151. Concepts and structure of real numbers. Number theory, probability, statistics, geometry, measurement, and topology.			
164	FORTRAN PROGRAMMING	3 US-4	F,S
<i>C or better in MAT 107 or HS equiv req. Also offered as ACS 164. Materials charge optional.</i>			
An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential and direct access file processing.			
166	SCIENTIFIC PASCAL	3 US-4	F,S
<i>C or better in MAT 110 or equiv req. Not for cr ACS maj/min. Also offered as ACS 166. Materials charge optional.</i>			
Introduction to the Pascal programming language; emphasis on techniques for problem-solving, algorithmic development, program construction, and mathematical applications.			
175	LINEAR ALGEBRA	4	F,S
<i>MAT 146 req., MAT 147 and C or better in previous calculus courses rec.</i>			
Vector geometry, matrices, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors, diagonalization, applications to the physical and social sciences.			
201	MATHEMATICS FOR THE ELEMENTARY SCHOOL CHILD	3	F,S
<i>MAT 151 req. Not for cr maj/min or if had C&I 252. May Incl Clin Exp. Materials charge optional.</i>			
Background for meaningful teaching of number, numeration, basic facts, algorithms, and geometric concepts. Special emphasis on planning instruction for children at the K-6 level.			
202	MATHEMATICS FOR THE JUNIOR HIGH SCHOOL	3	F
<i>MAT 151 req. Not for cr maj/min. Materials charge optional.</i>			
Background for teaching of mathematical topics in the junior high school curriculum. Includes analysis of computational techniques for whole and rational numbers, number theory, measurement, geometry, probability, and statistics.			
203	MATHEMATICS FOR EARLY CHILDHOOD	3	F
<i>MAT 151 req. Not for cr maj/min or if had C&I 262. May Incl Clin Exp. Materials charge optional.</i>			
Study of appropriate mathematical experiences for young children including prenumber work, number and numeration, measurement, geometry, whole number operations, and problem solving.			
204	GEOMETRY FOR ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS	3	F,S
<i>MAT 152 or 202 req or conc reg req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.</i>			
Geometry relevant to grades K-8. Logic, incidence, separation, congruence, parallelism, similarity, coordinate systems, measurement, and constructions.			
205	MODERN ALGEBRA FOR ELEMENTARY TEACHERS	3	F,S
<i>MAT 152 or 202 req. Not for cr maj/min. Materials charge optional.</i>			
Algebraic concepts and structures relevant to grades K-8. Structure of familiar number systems compared to and contrasted with other mathematical systems.			
210	SYMBOLIC LOGIC I	3 US-4	F,S
<i>1 yr HS algebra, 1 yr HS geometry req. Also offered as PHI 210.</i>			
Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.			

211 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 4 F,S
MAT 175 or conc reg req.
 Inductive and deductive study of Euclidean geometry; includes transformations, tessellations, polyhedra, classical theorems, introduction to non-Euclidean geometry.

212 SYMBOLIC LOGIC II 3 S
MAT/PHI 210 req. Also offered as PHI 212.
 Study of axiomatic systems of various kinds; some set theory; proof theory and meta-theory.

236 INTRODUCTION TO ABSTRACT ALGEBRA I 4 F,S
MAT 175 req.
 Introduction to rings, integral domains, and fields including the ring of integers, the fields of real and complex numbers, quotient rings, polynomial rings, homomorphisms, and ideals.

260 INTRODUCTION TO DISCRETE MATHEMATICS 4 F,S
MAT 146 req. Not for cr if had MAT 363.
 Counting problems, generating functions, recurrence relations, inclusion-exclusion, graphs, matching and covering, pigeonhole principle, applications.

298 PROFESSIONAL PRACTICE: INTERNSHIP IN MATHEMATICS 2-4 F,S,Summer
MAT 175 plus two approved courses in math beyond 175 and a GPA of 2.75 overall and 3.0 in math courses. May be repeated. Max 8 hrs. No credit maj/min. Admissions approved by dept chair. Credit/no credit only.
 Practical experience through professionally-oriented work in business, government, or industry. One credit per month of full-time employment.

298.50 PROFESSIONAL PRACTICE: COOPERATIVE EDUCATION IN MATHEMATICS 2-4 F,S,Summer
MAT 152 or 202 or teaching exp req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.

301 MATHEMATICAL TOPICS FOR ELEMENTARY TEACHERS 3 S
MAT 152 or 202 or teaching exp req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Significant problems, viewpoints and trends in teaching of arithmetic. Research related to organization, content and techniques in this field.

302 METHODS OF TEACHING MATHEMATICS IN THE JUNIOR HIGH SCHOOL 3
MAT 202 or tchg exp req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Problems, viewpoints and trends in teaching junior high school mathematics. Implications of research related to organization, content, and techniques for teaching mathematics in this field.

303 DIAGNOSIS AND REMEDIATION OF ELEMENTARY AND JUNIOR HIGH MATHEMATICS LEARNING PROBLEMS 3
MAT 152 or 202 or teaching experience req. C&I 252 or MAT 201 rec. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Analysis of diagnostic and remediation procedures utilizing concrete materials for children experiencing difficulties in K-8 mathematics.

304 ADVANCED TOPICS IN GEOMETRY AND MEASUREMENT FOR ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS 3
MAT 202 req. Not for cr maj/min. Materials charge optional.
 Geometry and measurement topics related to the elementary and junior-high school curricula.

305 ADVANCED TOPICS IN ALGEBRA FOR ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS 3
MAT 202 req. Not for cr maj/min. Materials charge optional.
 Algebra and counting topics related to elementary and junior-high school curricula.

306 TEACHING ELEMENTARY AND JUNIOR HIGH SCHOOL MATHEMATICS WITH CALCULATORS AND COMPUTERS 3 F,S,Summer
MAT 152 or 202 req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Techniques for using calculators and microcomputers for mathematical concept and skill development and discovery of mathematics generalizations in the elementary and junior-high schools.

307 MATHEMATICS FOR THE GIFTED IN THE ELEMENTARY AND JUNIOR HIGH-SCHOOL 2-3
MAT 152 or 202 or tchg exp req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Mathematics content, methods, and program design for meeting needs of students with high ability in mathematics.

308 MATHEMATICS FOR THE SLOW LEARNER IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL 2 Summer
MAT 152 or 202 or tchg exp req. Not for cr maj/min. May Incl Clin Exp. Materials charge optional.
 Characteristics/causes of slow learners/underachievers in mathematics. Mathematics content, methods, materials, and program design for meeting needs of slow learners.

309 PROBLEM SOLVING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL 3
MAT 152 or 202 req. Not for credit maj/min. Materials charge optional.
 Formulation, solution, and extension of problems from various areas of mathematics. Emphasis on inductive, deductive, and inferential reasoning and on solution processes and strategies.

311 LOGO IN MATHEMATICS 3
MAT 152 or 202; 204 req. Not for cr maj/min. Materials charge optional.
 Using the programming language Logo to investigate mathematical concepts.

312 PROBABILITY AND STATISTICS FOR MIDDLE SCHOOL TEACHERS 3 S
MAT 202 and 204 req. Not for credit maj/min. May incl Clin Exp.
 Discrete probability distributions, including binomial and hypergeometric, counting techniques, simulation; descriptive statistics, hypothesis testing, and methods of communicating such concepts.

**320 HISTORY OF MATHEMATICS
TO 1600 2**
MAT 145 rec.

Emphasis on Greek geometry, and growth of algebra and algebraic notation from early Mesopotamia through Renaissance.

**321 HISTORY OF MATHEMATICS
1600 TO PRESENT 2**
MAT 147 req.

Development of modern mathematics (analysis, algebra, geometry) and the people in the forefront, beginning with Descartes. Emphasis on the 19th century.

**323 MATHEMATICS FOR THE
SECONDARY SCHOOL 3**
MAT 211, 236 (or conc reg), and C&I 200.03 (grade of C or better req.). Incl Clin Exp. Adm to Teacher Ed req.

Problems in selection, placement, and teaching of secondary mathematics topics. Language and symbolism. Analysis of recent trends and practices.

**324 SEMINARS FOR STUDENT
TEACHERS OF MATHEMATICS 3 S**
MAT 323 and conc reg or completion of student teaching in mathematics req. May incl Clin Exp. Not for grad credit.

Examination of specific methods and materials for teaching General Mathematics, Algebra I, and Geometry. Specific emphasis given to student study of recent research and curricular recommendations.

**326 COMPUTER-EXTENDED MATHEMATICS
FOR SECONDARY SCHOOLS 3 F**
MAT 175 req.

Integrating computers and calculators in the secondary mathematics curriculum.

330 NUMBER THEORY 3 F,S
MAT 175 or 205 req.

Divisibility, primes, unique factorization, numerical functions, congruences, Diophantine equations, other topics.

334 TOPICS IN GEOMETRY 3
Cons inst req. May be repeated if content different. Formerly MAT 314.

Study of selected areas of geometry. Consult the *Class Registration Directory* for the topics to be offered during any given semester.

**336 INTRODUCTION TO ABSTRACT
ALGEBRA II 3 S**
MAT 175 req. MAT 236 rec. Formerly MAT 316.

Introduction to groups, including permutation, symmetry and matrix groups, homomorphisms, normality, quotient groups, applications.

337 LINEAR ALGEBRA 4 F
MAT 175 req and Sr standing req.

Abstract vector spaces, linear transformations and matrices, inner product spaces, eigenvalues and eigenvectors, diagonalization. Applications to geometry, the physical and social sciences.

339 COMBINATORIAL TOPOLOGY 3
MAT 147 req. MAT 175 rec. Formerly MAT 319, 375.

Introduction to algebraic topology. Topics include compactness and connectedness, continuous vector fields and critical points, plane homology, the Jordan Curve Theorem, and surfaces.

340 DIFFERENTIAL EQUATIONS I 3 F,S
MAT 147 and a programming language req. MAT 175 rec.

First-order differential equations, linear differential equations, systems of differential equations, applications of differential equations, numerical solutions.

341 DIFFERENTIAL EQUATIONS II 3 S
MAT 175 and 340 req.

Power series solutions, Laplace transforms, Fourier series, boundary-value problems, introduction to partial differential equations (Laplace, heat, and wave equations).

345 ADVANCED CALCULUS 4 F
MAT 147 and 175 req.

Calculus of functions of several variables, Taylor's series of several variables, maxima and minima, Lagrange multipliers, inverse and implicit function theorems, multiple integration, line integrals, Green's, Stokes', and the divergence theorems.

**347 INTRODUCTION TO REAL
ANALYSIS I 4 S**
MAT 336 or 337 or cons instr req.

The real number system, topology of metric spaces, sequences, continuous functions, uniform convergence, differentiation, Taylor's Theorem, Riemann integration, the fundamental theorem of calculus, infinite series, power-series.

349 COMPLEX ANALYSIS I 3
MAT 147 req.

Analytic function theory, complex plane, differentiability and analyticity, Cauchy's theorem. Taylor series and Laurent series. The theory of residues.

350 MATHEMATICAL STATISTICS I 4 F,S
MAT 147 req.

Sample spaces, probability, random variables, probability density functions, moment generating functions, empirical distributions, sampling distribution theory, confidence intervals, maximum likelihood estimation, applications.

351 MATHEMATICAL STATISTICS II 4 F,S
MAT 147 and 350 req.

Chi-square, F, t, and bivariate normal distributions, Central Limit Theorem, goodness-of-fit tests, correlation and regression, analysis of variance, randomized block designs, nonparametric methods.

353 THE ANALYSIS OF TIME SERIES 3 F
ECO 331 or MAT 350 or cons inst. Also offered as ECO 353.

Theory and application of time series methods with reference to business and economic time series. Topics include classical decomposition methods, Box-Jenkins methods, spectral analysis, and robust methods. Practical application is obtained through mainframe and microcomputer statistical packages.

356 STATISTICAL COMPUTING 4
2 stats courses; some facility with matrices req.

Application of SAS, SPSS, and BMDP programs to real data emphasizing regression, analysis of variance, discriminant analysis, and factor analysis.

360 COMBINATORIAL COMPUTING 4
MAT 175 or 260, and a programming language req.

Listing and ranking algorithms for permutations, recurrence relations, generating functions, graph theory, optimization, Polya's Theorem.

**361 TOPICS IN
DISCRETE MATHEMATICS 2-4***MAT 175 req. Each topic may be taken once.*

Study of selected areas of discrete mathematics. Topic 361.04 Dynamic Programming. Consult the *Class Registration Directory* for the topics to be offered and the hours of credit to be earned during any given semester.

362 LINEAR PROGRAMMING 2-4 F*MAT 175 and a programming language req.*

Modeling and solution of problems using the simplex method. Duality, sensitivity, integer programming. Transportation problems.

363 GRAPH THEORY 2-4*MAT 175 or 260, and a programming language req.**Formerly MAT 361.03.*

Introduction to graph theory, connectivity, matching, coloring, network flows with applications to communication reliability, scheduling, and traffic flow problems.

368 NUMERICAL MATRIX METHODS 3 F*MAT 175 and a programming language req.*

Computational theory of matrices, matrix operations, inversion, solution to linear systems, error analysis, eigenvalues and eigenvectors, orthogonal projection, and least squares.

370 NUMERICAL ANALYSIS 4 S*MAT 175 and a programming language req.*

Interpolation and approximation, error analysis, differentiation, integration, techniques for solving differential equations, root finding. Applications and computational techniques.

378 MATHEMATICAL MODELING 4 S*MAT 175 and 350 req. MAT 340 rec.*

Applications of mathematical modeling to fields including biology, economics, engineering, political science, psychology, and sociology. Project required.

**385 ACTUARIAL EXAM
PREPARATION 1 F,S**

Cons inst req. Each topic may be taken once. Not for credit maj/min. MAT 385.01 not for credit if had MAT 147. MAT 385.02 not for credit if had MAT 350.

Problem solving sessions to aid in preparation for examinations given by the Society of Actuaries. Topic 385.01 Part I Preparation; topic 385.02 Part II Preparation. Consult the *Class Registration Directory* for the topics to be offered during any given semester.

386 TOPICS IN ACTUARIAL SCIENCE 2 S*MAT 175 and 350 req.*

Topics in operations research and numerical methods for the Society of Actuaries Part III Examination.

390 INDEPENDENT STUDY 1-3 F,S**PHILOSOPHY (PHI)****351 Stevenson Hall, (309) 438-7665***Acting Chairperson: Glen Collier.*

Tenured/Tenure-track Faculty: Professor: Gorr. Associate Professors: Deutsch, Gowen, Machina, Rosenbaum, Siderits, Timmons. Assistant Professors: Anderson, Andrade, Steinman, Stillwell.

*Other Faculty: Lecturers: Martens, Tidman.***Philosophy Programs***Degrees Offered: B.A., B.S.*

The major in Philosophy is designed to provide a liberal

arts core around which a student may build a program of courses to suit a wide variety of purposes. The department encourages its students to work with a departmental adviser in selecting a minor, a second major, or a set of connected courses in various fields which will best combine with philosophical study to produce a program meeting their needs. To aid in this process, the department has designed a number of specific four-year curricula which will prepare students for management positions in business and industry, or policy making positions in government, as well as for entry into law school, medical school, dental school, and seminaries. The major in Philosophy may also be used as part of the preparation for graduate school in various fields, such as business administration, computer science, psychology, and philosophy.

MAJOR IN PHILOSOPHY

- 27 hours in Philosophy.

- Required PHI courses by area; Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; Ethics: PHI 232; Epistemology and Metaphysics: PHI 361 and 362;
- at least two additional courses at the 200 or 300 level with at least one of these elective courses at the 300 level. Each major works out a coherent program of supporting courses tailored to the student's needs in consultation with a faculty adviser.

MINOR IN PHILOSOPHY

- 18 hours in Philosophy required.

- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; at least 9 additional hours in PHI.
- Not more than two 100-level courses may count for the minor.

MINOR IN PHILOSOPHY*For Teacher Education*

- 21 hours in Philosophy required.

- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; Ethics: PHI 232 or 240 or 242; Epistemology or Metaphysics: PHI 361 or 362; at least 6 additional hours in PHI with at least one 200- or 300-level course.

Notes on Philosophy Programs: Students wishing to minor in Philosophy are requested to inform the department of their intention and are invited to discuss their program with an adviser in the Department of Philosophy.

Philosophy Courses

Freshmen wishing to select a Philosophy course normally should enroll in a 100-level course. Courses at the 300 level presuppose at least the level of sophistication that the successful completion of one or more lower level courses in Philosophy would demonstrate.

**101 BASIC ISSUES IN
PHILOSOPHY 3 US-2 F,S**

An introduction to central philosophical issues, e.g., knowledge, reality, freedom, God, and morality.

110 THINKING LOGICALLY 3 US-4 F,S*Not for credit if had MAT 103 or MAT/PHI 210.*

Principles and techniques of correct reasoning and logical thinking.

**120 PHILOSOPHY OF
RELIGION 3 US-2 F,S**

Evaluation of the evidence for certain basic religious beliefs concerning the existence of God, the occurrence of miracles, evil, religious experience, faith, and other related topics.

138 MORAL AND SOCIAL VALUES 3 US-2 F,S

Current social issues—e.g., abortion and capital punishment—in light of differing views concerning moral and social principles.

203 EXISTENTIALISM 3 S

Existentialist themes—such as absurdity, authenticity, freedom, meaninglessness, alienation, and subjectivity—and their relevance to 20th century society.

207 INDIAN PHILOSOPHY 3 US-8 F

Major Indian philosophical issues and theories and their contribution to Indian religion and culture; Hindu systems and the early Buddhist challenge.

208 BUDDHIST PHILOSOPHY 3 US-8 S

Origins and development of Buddhist philosophy; East Asian transformation (including Zen).

210 SYMBOLIC LOGIC I 3 US-4 F,S

Also offered as MAT 210. 1 yr HS algebra; 1 yr HS geometry.

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

212 SYMBOLIC LOGIC II 3 S

MAT/PHI 210 req. Also offered as MAT 212.

Axiomatic systems of various kinds; some set theory; proof theory and meta-theory.

220 RELIGION, REASON AND FAITH 3 S

The respective roles of reason and faith in religious belief systems. How do we decide which religion—if any—to accept?

232 ETHICS 3 US-2 F,S

One PHI course with a grade of C or better, or an overall GPA of at least 2.5 rec.

Examination of major thinkers. Discussion of problems concerning value, obligation, virtue, moral justification and moral standards.

234 BUSINESS ETHICS 3 US-7 F,S

A philosophical examination of selected ethical issues in business practice including discussions of case material, such as personnel management, advertising, labor-management relations, and corporate responsibility.

239 PHILOSOPHY AND THE ARTS 3 S

Philosophical analysis of various concepts of interpreting, criticizing, and appreciating art. Consideration of the distinguishing characteristics of art.

240 POLITICAL PHILOSOPHY 3 US-2 S

One PHI course with a grade of C or better, or an overall GPA of at least 2.5 rec.

Discussion of traditional and contemporary issues, e.g., human rights, theories of justice, Marxism, civil disobedience, punishment, and the end and limit of government.

242 PHILOSOPHY OF LAW 3 F

One PHI course or a law-related course rec.

Evaluation of conflicting views concerning the nature of law, legal obligation, legal rights, and the justification of punishment.

246 FEMINIST POLITICAL PHILOSOPHY 3 F

Examination of feminist political theories addressing the oppression of women. Critical scrutiny of philosophical foundations of feminism.

248 MODERN WAR AND MORALITY 3

Intensive examination of moral problems concerning war, e.g., pacifism, self-defense, conscription, terrorism, nuclear deterrence.

250 PHILOSOPHY OF SCIENCE 3 S

The nature of scientific theories, methods, reasoning, hypotheses, laws, and explanations.

253 PHILOSOPHY AND THE BEHAVIORAL SCIENCES 3 F

Philosophical issues raised by and relevant to the scientific study of human behavior.

254 ANCIENT AND MEDIEVAL PHILOSOPHY 3 US-2 F

One PHI course with a grade of C or better, or an overall GPA of at least 2.5 rec.

Classic western philosophical ideas from the earliest times to the 15th century. The pre-Socratics, Socrates, Plato, Aristotle, Augustine, Aquinas, and others.

255 MODERN PHILOSOPHY 3 US-2 S

One PHI course with a grade of C or better, or an overall GPA of at least 2.5 rec.

Classic western philosophical ideas of the 17th and 18th centuries. Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

298 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED PHILOSOPHY 1-12 F,S

PHI 110, 232, and 2 additional PHI courses at the 200 or 300 level. 3.0 GPA in PHI courses. Complete dept application procedure. Max 3 hrs toward PHI maj/min. Cons dept chair.

Planned, supervised experience in a governmental or community organization providing experience in applying philosophical theory to current social or scientific problems.

305 TWENTIETH CENTURY PHILOSOPHY 3 F

One PHI course req.

Major philosophical movements of the 20th century, focusing on representative figures.

330 MORAL THEORY 3 S

Two PHI courses rec.

Examination of meaning and justification of value judgments. Problems concerning moral objectivity, the fact-value gap, the possibility of moral knowledge.

339 TOPICS IN AESTHETICS 3 F

PHI 239 or two PHI courses req, including at least one 200 level or above. Grad students may enroll without previous PHI courses. May be repeated.

Philosophical questions about visual, musical, literary and theatre arts. Problems concerning expression, aesthetic experience, representation, the nature of art, and the possibility of objective evaluation of art works.

340 TOPICS IN POLITICAL PHILOSOPHY 3 S

Two PHI courses req. Grad students may enroll without previous PHI courses. May be repeated.

Intensive examination of one or two selected topics in political philosophy, such as liberty, justice, equality, rights, community, democracy, and political obligation.

350 TOPICS IN THE HISTORY OF PHILOSOPHY 3*PHI 254 or 255 req. May be repeated.*

Intensive examination of some major figure or movement in the history of philosophy, such as Plato, Kant, or British Empiricism.

361 THEORY OF KNOWLEDGE 3 F*Two PHI courses req.*

Classic and contemporary theories of knowledge. Problems of meaning, truth, certainty, *a priori* knowledge, induction, perception, belief, and evidence.

362 METAPHYSICS 3 S*Two PHI courses req.*

Classic and contemporary metaphysical theories. Problems of substance, change, universals, time, space, mechanism, teleology, and freedom.

390 INDEPENDENT STUDY 1-3*One PHI course, cons inst and dept chair req.***PHYSICS (PHY)****311 Moulton Hall, (309)438-8756****Chairperson:** George Skadron.

Tenured/Tenure-track Faculty: Professors: Crew, Jesse, Schroer, Skadron, Young. Associate Professor: Luther. Assistant Professors: Clark, Edwards, Hassani, Karim, Martin.

Other Faculty: Lecturers: Ellingson, Wenning.

Physics Programs**Degrees Offered:** B.S.

The Physics major sequences at ISU are sufficiently flexible to serve the needs of students with any of the following goals: (1) government or industrial research and development, (2) graduate study in physics, (3) graduate study in an allied field such as engineering, (4) entrance to medical or dental school, or (5) high-school physics teaching.

MAJOR IN PHYSICS**Physics Sequence**

— 37 hours in Physics required.

— Required courses: PHY 107, 110, 111, 220, 225, 240, 252, 270 (2 hours), 340, 375; 6 additional hours of 300-level PHY courses; CHE 140 and 141 (or 150) also required for the major.

Affiliated Engineering Program with University of Illinois

— 37 hours of Physics required.

— Required courses: PHY 107, 110, 111, 220, 225, 240, 252, 270 (2 hours), 11 additional hours of approved courses transferred from the University of Illinois; CHE 140 and 141 (or CHE 150) also required.

Teacher Certification Sequence

— 36 hours in Physics required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: PHY 101, 110, 111, 220, 240, 252, 270 (3 hrs), 301 (4 hrs); electives must be chosen from 200-level or above PHY courses; CHE 140 and 141 (or 150) also required for this major.

MINOR IN PHYSICS

— 23 hours in Physics required.

— Required courses: PHY 110, 111, 252.

MINOR IN PHYSICS**For Teacher Education**

— 23 hours in Physics required.

— Required courses: PHY 110, 111, 252, 270 (1 hr).

Physics Courses**100 ENERGY AND ENVIRONMENT 3 US-3 F,S***No science background req.*

Scientific and technological aspects of social problems, emphasizing the energy crisis and related issues.

101 INTRODUCTION TO ASTRONOMY 3 US-3 F,S*No science background req.*

Basic astronomy and recent developments in astronomy, including space travel, stellar evolution, and cosmology.

102 ASTRONOMY LABORATORY 1*PHY 101 req.*

Optional lab to complement and extend concepts developed in PHY 101.

103 PHYSICS OF SOUND SYSTEMS 3 S*No science background req. Not for credit PHY maj/min.*

Wave motion, sound level, electricity, high fidelity stereo amplifiers, amplifier distortion, microphones, loud speakers, disc and tape recording, and room acoustics.

105 FUNDAMENTALS OF PHYSICS 4 US-3 F,S*HS Algebra or MAT 107 req. Not for credit if had PHY 108, 110 or equiv. For non-science maj. Lecture and lab.*

Applications of the principles of physics to everyday living.

106 FROM QUARKS TO QUASARS 3 US-3 F,S*No science background req. Materials charge optional.*

Significant discoveries of 20th century physics including theories of relativity, quantum, big bang, and black holes, discussed without mathematics.

107 FRONTIERS IN PHYSICS 2 F*Designed for students entering pre-engineering or physics. Two years HS algebra req. Materials charge optional.*

An introduction to selected contemporary topics in pure and applied physics.

108 GENERAL PHYSICS I 5 US-3 F,S*2 sem HS algebra or equiv req. Not for credit if had PHY 110 or equiv. Lecture and lab. First sem of a two-sem sequence.*

Mechanics, wave motion, sound, heat.

109 GENERAL PHYSICS II 5 US-3 F,S*PHY 108 req. Not for credit if had PHY 111 or equiv. Lecture and lab. Continuation of PHY 108.*

Magnetism, electricity, optics, and radiation.

110 PHYSICS I 5 US-3 F,S*MAT 145 req. Not for credit if had PHY 108 or equiv. Lecture and lab. Materials charge optional.*

Same as PHY 108 using concepts of calculus.

111 PHYSICS II 5 US-3 F,S*PHY 110 and MAT 146 or conc reg. req. Not for credit if had PHY 109 or equiv. Continuation of PHY 110. Materials charge optional.***115 INSIGHTS INTO THE NATURAL SCIENCES 3 F,S***Also offered as BSC 115 and GEO 115. Not for credit maj/min. Not for credit if had BSC 185.*

Introduction to the nature and application of the scientific method through study of topics in the natural sciences. Emphasis placed on development and testing of scientific theories and interrelationship of the natural sciences.

220 INTERMEDIATE MECHANICS	3	F	
PHY 109 or 111 and MAT 147 or conc reg req.			
Particle kinematics and dynamics, oscillations, central force motion, rigid body dynamics.			
225 THERMAL PHYSICS	3	S	
PHY 109 or 111 and MAT 147 or conc reg req.			
Thermodynamics, kinetic theory, and statistical mechanics with applications to physics, chemistry, biology, and engineering.			
230 OPTICAL PHYSICS	3	S	
PHY 109 or 111 and MAT 147 or conc reg req.			
Optical systems, wave motion, interference and diffraction, electromagnetic waves.			
240 INTERMEDIATE ELECTRICITY AND MAGNETISM	3	F	
PHY 109 or 111 and MAT 147 or conc reg req.			
Electrostatics, electric and magnetic fields, AC and DC circuits, Maxwell's equations.			
252 MODERN PHYSICS	3	F	
PHY 109 or 111 and MAT 147 or conc reg req.			
Atomic and molecular physics; introduction to relativity, quantum theory and solid state physics.			
270 EXPERIMENTAL PHYSICS	1-2	F,S	
<i>Six hours of 200-level PHY theory courses req. May be repeated. Max 4 hrs.</i>			
Use of precision instruments and performance of fundamental experiments.			
290 RESEARCH IN PHYSICS	1-3	F,S	
<i>20 hrs PHY req. May be repeated. Max 3 hrs. 3 hrs conference, lab or library research per week for each hr of credit.</i>			
Development of better understanding of significance of research in physics through study of a research problem.			
298 PROFESSIONAL PRACTICE	1-16		
<i>Soph stand, PHY 110, 111, CHE 140, 141, GPA 2.5. No credit maj/min. May be repeated, max 16 hrs, but no more than 4 hrs/sem counted toward graduation.</i>			
On-the-job experience in industry or government with a professional physics orientation.			
301 PROBLEMS IN THE TEACHING OF HIGH SCHOOL PHYSICS	3-4	F,S	
<i>16 hrs in PHY and C&I 200 (6 hrs) or 200.03 (grade of C or better req) or conc reg req. Adm to Teacher Ed req. For teaching maj only. Incl observation and clin experiences for 4 hrs credit.</i>			
Modern methods and problems confronting teachers of high school physics.			
320 MECHANICS	3	S	
PHY 220 and MAT 340 req.			
Transformations of coordinate systems; oscillations; calculus of variations; Lagrangian and Hamiltonian dynamics; rigid body dynamics.			
340 ELECTRICITY AND MAGNETISM	2	S	
PHY 240 and MAT 340 req.			
Boundary value problems in electro and magnetostatics; Maxwell's equations; electromagnetic waves and radiation.			
355 MOLECULAR AND SOLID STATE PHYSICS	3	S	
PHY 225, 252 req.			
Introduction to the spatial, dynamic and electric properties of condensed matter.			
360 NUCLEAR PHYSICS	3	S	
<i>PHY 252 req. Grad credit available only if approved by student's maj dept prior to enrollment.</i>			
Basic nuclear properties; radioactivity; low energy nuclear reactions; interaction of particles and radiation with matter; nuclear models.			
375 ELECTRONICS FOR SCIENTISTS	3	S	
PHY 109 or equiv.			
The operation and design of electronic circuits and electronic instruments.			
382 RELATIVITY	3	F	
<i>PHY 252 req. Earned grades of A or B in PHY 220 and 240 req.</i>			
Relativistic mechanics, optics and electrodynamics. Tensors and introduction to general relativity including the Schwarzschild solution and gravitational waves.			
384 QUANTUM MECHANICS	3	F	
<i>PHY 240, 252, and MAT 340 req.</i>			
Mathematical formulation of quantum theory and applications to simple systems.			
385 ATOMIC PHYSICS	3	S	
<i>PHY 384 and cons inst req.</i>			
Application of quantum theory to atomic systems including angular momentum theory, atomic structure and atomic transitions.			
387 METHODS OF MATHEMATICAL PHYSICS	3	S	
<i>PHY 240 and MAT 340 or conc reg req.</i>			
Vector calculus; partial differential equations of science and engineering; Fourier series and integrals; complex variables.			
388 PHYSICS AND COMPUTERS	3	F	
<i>MAT 146, 164 (FORTRAN) req. Six hours from PHY 220, 225, 230, 240, or 252.</i>			
Solution of physics problems by computer. Problems include electric circuits, classical and quantum waves, Monte Carlo techniques, data analysis.			
398 PROFESSIONAL PRACTICE	1-16		
<i>PHY 298 or jr/sr stand, GPA 2.5, 20 hours PHY courses. No credit maj/min. May be repeated, max 16 hrs, but no more than 4 hrs/sem counted toward graduation.</i>			
On-the-job experience in industry or government with a professional physics orientation.			

POLITICAL SCIENCE (POS)

306 Schroeder Hall, (309)438-8638

Chairperson: Hibbert R. Roberts.

Tenured/Tenure-track Faculty: Professors: Eimmerman, Gordon, Gueguen, Hunt, Monroe, Payne, H. Roberts, Zeidenstein. Associate Professors: Cohen, Kiser, Klass, Mead, Nassar, Pope, Wilson. Assistant Professors: Bradley, Brooks, Lind, F. Roberts.

Other Faculty: Instructional Faculty: Assistant Professor: Neubauer. Visiting Faculty: Assistant Professors: Eckols, Hammer, Knecht, Turner, Weintraub, Wells. Faculty Fellow: Professor: Kohn. Lecturers: Borlas, Brask, Ruddy, Thornton.

Political Science Programs

Degrees Offered: B.A., B.S.

The Political Science program provides students with a broad liberal education and at the same time offers opportunities to begin a specialized concentration in one area of

the discipline such as public service or global studies. The study of political science leads into a number of careers in areas such as law and paralegal services; local, state, and federal government; international public and private organizations; teaching and research; business; and various public services. Career information, including information about career-related courses offered by other departments, is available from the department's undergraduate and pre-law advisers. Teacher education students majoring in Political Science fulfill professional education requirements through the social science program.

MAJOR IN POLITICAL SCIENCE

— 33 hours in Political Science.

- Required courses: POS 105, 209, at least two 300-level POS courses (excluding internships), and at least 3 hours in 5 of the 6 areas of (1) Political Philosophy, Theory, and Methodology, (2) American Politics, (3) Comparative Politics, (4) International Relations, (5) Public Law, and (6) Public Administration. POS 105 and 209 are required, but do not fulfill area requirements. It is recommended that Political Science majors enroll in POS 105 in their first year of study and in POS 209 in their second year of study; similarly, that transfer students wishing to complete the major enroll in POS 105 and 209 in their first year at ISU if they have not already had equivalent courses.

MAJOR IN SOCIAL SCIENCES

The Major in Social Sciences is administered by the Department of History in cooperation with the departments of Political Science; Economics; and Sociology, Anthropology, and Social Work. For further information see Social Sciences Programs.

MINOR IN POLITICAL SCIENCE

— 18 hours in Political Science required.

- Required courses: POS 105 and 209. The POS 209 requirement may be waived for minors who have completed an equivalent research methods course in another department. However, in the case of such a waiver, the three hours for POS 209 must still be made up through another POS course. Students should consult the department adviser to determine what courses satisfy this waiver.

MINOR IN POLITICAL SCIENCE

For Teacher Education

- Program requirements are the same as those listed for the Minor in Political Science.

Honors in Political Science: Students majoring or minoring in Political Science may be admitted to the departmental honors program if they have: (1) completed at least 30 semester hours of college or university level courses, including at least two political science courses; (2) a minimum of three semesters remaining before graduation; (3) a cumulative GPA of 3.3; (4) one letter of recommendation submitted by a Political Science faculty member to the Director of Political Science Honors; (5) membership in the University Honors Program; and (6) admission approval from the departmental honors committee.

In order to graduate with Honors in Political Science a student must complete: (1) all regular requirements for the Political Science major; (2) 3 hours of in-course honors; (3) 3 hours in POS 389: Honors Seminar; and (4) 3 hours of POS 299: Independent Honors Study; and (5) have a major GPA of at least 3.5.

Any student admitted to the University Honors Program may earn honors credit by completing the honors requirements of either a designated honors course or of a course offering an in-course honors option.

Legal Studies Program

The Legal Studies program offers an interdisciplinary curriculum designed to provide knowledge and skills related to various types of paralegal careers. This program may not be appropriate for pre-law students. While a major is not offered, interested students should consult the Legal Studies Coordinator about the possibility of an individualized major under the General Studies Program. Students wishing to minor in Legal Studies must petition for admission to the Coordinator of Legal Studies following the completion of 30 semester hours of coursework. For further information, contact Dr. Thomas Eimermann, Coordinator of Legal Studies, 371 Schroeder Hall.

MINOR IN LEGAL STUDIES

- 24 hours required.
- Required courses (9 hours): FAL 208; POS 215, 281.
- 12 hours (from among the following Legal Studies Specialization Courses): POS 216, 282, 314, 316, 319, 320, 322, 372, 376, 398.20 (Max. 3 hrs of professional practice towards this 12 hour req.).
- Elective (3 hours): ACC 233, 334; CJS 206, 215, 304, 305; ENG 248; FAL 211, 260, 311; POS 318, 325, 326, 327, 398.20.

Political Science Courses

In meeting program requirements in Political Science, the student should note that the courses are contained in areas, as follows:

1. Political Philosophy, Theory, and Methodology: 262, 263, 264, 265, 266, 313, 362, 364, 368.
2. American Politics: 211, 213, 215, 217, 220, 221, 222, 224, 310, 312, 323.
3. Comparative Politics: 141, 145, 241, 242, 244, 246, 247, 248, 345, 347, 348.
4. International Relations: 151, 251, 252, 254, 293, 344, 351, 354, 356.
5. Public Law: 281, 316, 318, 325, 326, 327, 328, 398.20.
6. Public Administration: 231, 232, 329, 330, 331, 332, 333, 398.01.

Political Science courses not listed under an area count as electives toward the major and minor credit hours requirement. Students should consult the department adviser to learn which recently added and selected studies (189, 289, 389) courses may satisfy area requirements.

105 AMERICAN GOVERNMENT AND POLITICS 3 US-5 F,S

Surveys the entire U.S. political process, concentrating on the national level. Includes constitutional structure, patterns of behavior, and policy making institutions.

141 COMPARATIVE EUROPEAN GOVERNMENTS 3 US-5 F,S

Structure, function, and political processes of European governments. Emphasis on Britain, Soviet Union, France, and West Germany.

145 INTRODUCTION TO NON-WESTERN POLITICS 3 US-8 F,S

An introductory examination of the politics of non-western countries and their significance to the United States and the global system.

151 INTRODUCTION TO INTERNATIONAL RELATIONS 3 US-5 F,S

Emphasizes understanding the behavior and characteristics of nation-states and issues affecting their relations with each other.

209 INTRODUCTION TO POLITICAL INQUIRY 3 F,S
POS 105 rec.

Major issues, systematic approaches, and research techniques involved in the study of politics.

211 AMERICAN POLITICAL PARTIES 3

A contemporary description and appraisal of four elements of parties: organization, voters, parties in elections, and parties in government.

213 CONGRESSIONAL POLITICS 3

POS 105, 209 rec.

Major congressional institutions and proposals for their reform, primarily through play of classroom game simulations.

215 AMERICAN JUDICIAL PROCESS 3

Introduction to the major elements of the judicial system: police, lawyers, juries, and judges. Concentrates on organization and behavior. (A Legal Studies required course.)

217 AMERICAN PRESIDENCY 3

The presidency is examined pre-eminently as an office of political influence, decision-making, and policy implementation.

220 CAMPAIGN POLITICS 3

POS 211 rec.

Consideration of campaign planning, management, and activities through reading, discussion, and supervised student campaign participation. Ordinarily scheduled to coincide with primary and general election years.

221 AMERICAN STATE AND LOCAL GOVERNMENTS 3

Structures and functions of state and local governments. Includes discussion of comparative state and local politics and policy outputs.

222 URBAN POLITICS AND PROBLEMS 3

A systems analysis of the processes and interactions of the environmental, social, economic, and power components of urban political systems.

224 INTEREST GROUP POLITICS 3

Investigation of interest group membership, organization, and lobbying activities within the context of the competing theories of group influence.

231 PUBLIC ADMINISTRATION 3

POS 105 rec.

Mission, structure, function, politics, and public policy development of public administration, including parameters of public finance and personnel.

232 POLITICS AND PUBLIC POLICY 3 US-5

POS 105 rec.

Introduction to the political processes of public policy formation, including theories, and an analysis and evaluation of selected policy areas.

241 ANGLO-AMERICAN POLITIES 3

POS 141 rec.

Comparative analysis of the government and politics of Britain, Canada, and Australia; examination of Canadian-American interdependence and integration.

242 SOVIET GOVERNMENT AND POLITICS 3

How the Soviet system works—its strengths, weaknesses, and prospects. Both Soviet and western perspectives are discussed.

244 POLITICS OF DEVELOPING AREAS 3
POS 145 rec.

Political systems of newly industrializing societies—primarily of Asia, but also of Latin America and Africa.

246 AFRICAN POLITICS 3 US-8

POS 145 rec.

Comparative analysis of African political systems, including such contemporary problems as the politics of race, nation building, and economic development.

247 POLITICS OF THE MIDDLE EAST 3 US-8.
POS 145 rec.

Comparative analysis of the political systems of selected Middle Eastern states and of region-wide issues including nationalism, revolution, and conflicts.

248 EUROPEAN POLITICAL PARTIES 3

POS 141 or cons instr req.

Comparative analysis of the structure, role, and impact of Western European political parties, with emphasis on their ideological, electoral, and governing functions.

251 INTERNATIONAL RELATIONS 3
POS 151 rec.

Presentation of various approaches employed to study international politics, and an analysis of problems and prospects of the contemporary world.

252 INTERNATIONAL ORGANIZATIONS 3
Cons inst.

Introduction to the role of international organizations in world affairs. Preparation for Model United Nations.

254 GLOBAL ISSUES 3 US-5

Transnational political interactions and behavior of global actors and their impact upon crucial socio-economic, technological, and cultural issues.

262 MODERN POLITICAL PHILOSOPHY 3

Introduction to political philosophy emphasizing the intentions, methods, and theories of selected European thinkers from the 16th through the 19th Centuries.

263 COMMUNIST POLITICAL THOUGHT 3

A critical analysis of Marxist-Leninist ideology, its origins, development, and philosophical and political significance.

264 PERSONALITY AND POLITICS 3

Introductory consideration of psychological factors useful for the analysis of political behavior.

265 TOPICS IN AMERICAN POLITICAL THOUGHT 3

May be repeated if content different.

Analysis and evaluation of major writings that proceed from, contribute to, or comment upon the American political experience.

266 AMERICAN LEGAL THEORY AND ITS BACKGROUND 3

A theoretical overview of the legal component of political science with particular reference to policies and institutions in the American legal system.

310 VOTING AND ELECTIONS 3

Intensive investigation of U.S. voting behavior and electoral process; includes instruction in analysis techniques.

312 PUBLIC OPINION 3*POS 105 or SAS 106 rec.*

Includes attention to social and psychological bases of public opinion, current trends, methods of measurement, and opinion-policy linkages.

**313 COLLECTIVE DECISION
MAKING 3**

Game theory approach to decision-making in large groups, including legislatures, unions, oligopolies, bureaucratic organizations, and international negotiations.

318 ADMINISTRATIVE LAW 3

An overview of topics such as legislative, executive, and judicial control of administrative actions, public and private access to information, the administrative hearing process and other due process concerns. (A Legal Studies elective course.)

323 STATE POLITICAL SYSTEMS 3*POS 221 or cons instr req.*

Exploration of the nature of state politics through comparison, contrast, and synthesis of micropolitical and macropolitical research in state politics.

**325 CONSTITUTIONAL LAW: FUNCTIONS
AND POWERS 3***POS 105 req. POS 215 rec.*

Major Supreme Court decisions on federalism, separation of powers, taxation, commerce, voting, and citizenship. (A Legal Studies elective course.)

**326 CONSTITUTIONAL LAW:
DUE PROCESS RIGHTS 3***POS 215 rec.*

Major Supreme Court decisions involving both procedural and substantive due process rights. (A Legal Studies elective course.)

**327 CONSTITUTIONAL LAW: EQUALITY
AND FREE EXPRESSION 3***POS 215 rec.*

Major Supreme Court decisions involving discrimination, and freedom of speech, press, assembly, and religion. (A Legal Studies elective course.)

328 JUDICIAL BEHAVIOR 3*POS 215 req.*

Theoretical and analytical approaches to the study of judicial decision-making at the federal, state, and local levels.

**329 INTERGOVERNMENTAL
RELATIONS 3***POS 221 or POS 222 or POS 231 rec.*

Federalism in theory and practice, focusing on U.S.; politics and policy in intergovernmental contexts; recent initiatives and current problems.

**330 PROBLEMS OF PUBLIC
ADMINISTRATION 3***POS 231 rec. May be repeated if content different.*

Varied approaches to problems relevant to public policy, organization development, management, staff, or personnel concerns, and applied behavioral techniques.

**331 PUBLIC PERSONNEL
ADMINISTRATION 3***POS 231 or cons instr req.*

The personnel process in American bureaucracy; matching the individual and the job; employer-employee relations; employee motivation; problems and prospects.

332 PUBLIC POLICY ANALYSIS 3*POS 232 or cons instr req. May be repeated if content different.*

Comparative policy research; an assessment of factors affecting policy formation and approach to evaluation of consequences of specific domestic public programs.

**333 THE POLITICS OF GOVERNMENTAL
BUDGETING 3***POS 231 rec.*

Meaning, significance, content, and evolution of governmental budgeting processes and reforms at all levels of government; political implications of fiscal reforms.

**344 TOPICS IN
GLOBAL STUDIES 3***May be repeated if content different.*

Intensive review and analysis of critical global problems and strategies for dealing with them.

345 ASIAN POLITICS 3*POS 145 rec. May be repeated if content different.*

Comparative studies in the government and politics of selected Asian states.

**347 LATIN AMERICAN
POLITICS 3 US-8***POS 145 rec. May be repeated if content different.*

Politics of development and regional integration in South and Central America, using selected countries as examples.

348 EUROPEAN PUBLIC POLICY 3*POS 141, POS 232 rec.*

Analysis and evaluation of the policy-making process and public policies of the European Community and individual Western European nations.

351 INTERNATIONAL LAW 3

Political nature, legal principles, and juridical procedures and cases of contemporary international law.

354 SOVIET FOREIGN POLICY 3

The strengths and weaknesses of Soviet foreign policy. Focuses on the foreign policy decision-making system, on intentions and capabilities.

356 AMERICAN FOREIGN POLICY 3

The formulation, implementation, and content of American foreign policy.

**362 CLASSICAL POLITICAL
PHILOSOPHY 3***May be repeated if content different.*

Introduction to the origin and development of inquiry about human life in political association with particular reference to ancient and medieval philosophers.

**364 CONTEMPORARY POLITICAL
THOUGHT 3**

Selected political theories from the end of the 19th Century to the present.

368 TECHNOLOGY AND POLITICS 3

Exploration of the implications of modern technology and techniques for political society.

**398.01 PROFESSIONAL PRACTICE:
PUBLIC SERVICE
INTERNSHIP 1-16 F,S**

Max 6 hrs POS maj; max 3 hrs POS min. Complete dept internship application procedure.

Planned, supervised experience in a governmental or community organization, providing on-the-job training and introduction to public service careers.

Legal Studies Courses

The following courses are designed for the Legal Studies program. Except for POS 281, 316, and 398.20, these courses may not be counted for credit toward a POS major or minor.

216 INTRODUCTION TO TORTS 3

Not for credit POS maj/min.

An introduction to the fundamental concepts of tort law. Topics include intentional and unintentional wrongs, varieties of liability, and courses of action.

281 INTRODUCTION TO PARALEGALISM 3

Cons inst.

An introduction to the role of paralegals in the legal system with an emphasis on the development of legal research skills.

282 LAW OFFICE ADMINISTRATION 3

POS 281 req. Not for credit POS maj/min.

A paralegal specialty course covering law office organization and procedures, conflict of interest, and ethics.

314 INVESTIGATIVE TECHNIQUES 3

POS 216 req. Not for credit POS maj/min. Undergrad credit only.

Techniques for the gathering and preparation of evidence for use in legal disputes.

316 ADVANCED LEGAL RESEARCH 3

POS 281 req.

A comprehensive study of legal resource materials and research strategies with emphasis on developing legal writing skills.

319 PROBATE LAW 3

Not for credit POS maj/min. Undergrad credit only.

Introduction to the fundamentals of probate law with emphasis on tasks which can be performed by paralegals.

320 CIVIL TRIAL AND APPELLATE PRACTICE 3

POS 281 req. Not for credit POS maj/min. Undergrad credit only.

The stages of a civil law suit from filing to judgment and appellate review. Special attention will be paid to those functions which can be performed by paralegals.

322 DOMESTIC RELATIONS LAW 3

Not for credit POS maj/min. Undergrad credit only.

Overview of the laws and procedures governing legal aspects of marriage and child custody. Emphasis is placed on tasks which can be performed by paralegals.

372 EMPLOYMENT LAW 3

POS 281 req. Not for credit POS maj/min or grad.

A paralegal specialty course covering retirement plans, collective bargaining agreements, workmen's compensation, anti-discrimination laws, and OSHA regulations.

376 ADVANCED LITIGATION 3

POS 281, 314, 320 req. Not for credit POS maj/min or grad.

A paralegal specialty course focusing on the drafting, digesting, and indexing of discovery documents with emphasis on computerized litigation support.

398.20 PROFESSIONAL PRACTICE:

PARALEGAL INTERNSHIP 1-16 F,S
*POS 281 req. Max 6 hrs POS maj; Max 3 hrs POS min.
 Complete dept internship application procedure. Formerly POS 391.*

Internship provides work experience involving paralegal skills.

PSYCHOLOGY (PSY)

435 DeGarmo Hall, (309) 438-8651

Chairperson: Larry Alferink.

Tenured/Tenure-track Faculty: Professors: Bergner, Berk, Crist, Gamsky, Gnagey, Hogan, J. Johnson, Lamb, Lemke, Ramseyer, Redding, Reeder, Schmaltz, Swerdlik. Associate Professors: Alferink, Binning, Goldstein, Graybill, Hardwick, Harris, House, Landau, Leicht, Pryor, Rumery, Stevens, M. Williams. Assistant Professors: Catanzaro, Creasey, Jarvis, Laurent, Nastasi, Pfost, Walczyk, K. Williams.

Other Faculty: *Instructional Faculty:* Assistant Professors: Campbell-Raufer, Kroll. *Visiting Faculty:* Associate Professor: Moore. *Faculty Fellows:* Professors: Cashen, Friedhoff, Goebel. *Lecturers:* Archer, Mark, Overton, Phillips, Roberts, Surber, Zylan.

Psychology Programs

Degrees Offered: B.A., B.S.

MAJOR IN PSYCHOLOGY

- 36 hours in Psychology required.
- Required courses: PSY 111, 231, 240, 331, 392.
- All majors are required to take four courses from the following: PSY 320, 334, 350, 360, 361, 363, 364, 365 or one course selected from either 301, or 302, or 303. Not more than 12 hours of 100 level PSY courses, or courses transferred from community colleges, may count toward the major.
- Students who major in Psychology must complete the following courses or equivalents: ENG 101, 145; MAT 110 and 145; or MAT 120 and 121, or MAT 110 and PSY 345, or MAT 120 and PSY 345; two classes with laboratories in BSC, CHE, or PHY, and at least one course from PHI 101, 110, 232, 250, 253.

Concentrations: The department has delineated various concentrations that can be useful in planning the total academic program at Illinois State. Although not prescribed or required, the advisement plans for the concentrations are useful for students who have some idea which careers they wish to pursue after graduation. The areas of concentration are: General (an area designed for students who wish to enroll in courses representing a broader range of content), Social Service, Business and Industrial, Graduate (designed for students anticipating graduate study in Psychology). Majors should seek more information about the concentrations from the department academic advisers.

MINOR IN PSYCHOLOGY

- 21 hours in Psychology required.
- Required courses: PSY 111, 231, 232.
- Plan a program of study in consultation with an adviser in the Psychology department.
- NOTE: Coursework in Sociology, Anthropology, and Social Work does not count toward the Psychology minor.

MINOR IN PSYCHOLOGY

For Teacher Education

- Program requirements are the same as those listed for the Minor in Psychology.

Honors in Psychology: The department offers honors work for superior students majoring in Psychology. In order to qualify the student must have achieved senior standing at the University, have achieved a university GPA of 3.30 or better and have a GPA of 3.50 or better in PSY coursework. Finally, the student must complete a senior thesis (worth at least 3 semester hours credit and registered for PSY

299-Independent Honors Study) which reflects substantial research and quality of thought. The student completing the program may choose to present the thesis at an Honors Colloquium.

Psychology Courses

111 GENERAL PSYCHOLOGY 3 US-5 F,S
Students may be expected to participate in experiments.

Introduction to the discipline of psychology as the scientific study of behavior with emphasis on general principles.

112 DEVELOPMENTAL PSYCHOLOGY OF THE LIFE SPAN 3 US-5 F,S
PSY 111 req. Not for credit if had PSY 301, 302 or 303. May Incl Clin Exp.

Physical, social, emotional, and cognitive development of the individual from conception to death.

123 HUMAN SEXUALITY 3 US-7 F,S
SAS 106 or PSY 111 req. Not for credit if had SAS 123.

Basic psychological, socio-cultural, and physiological elements of human sexuality.

131 SOCIAL PSYCHOLOGY 3 US-5 F,S
PSY 111 or SAS 106 req. Not for credit if had SAS 131.

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

215 EDUCATIONAL PSYCHOLOGY 3 F,S
PSY 111 req. Designed for prospective high school teachers. Incl Clin Exp.

Application of psychology to education covering human learning in school setting; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

220 APPLIED HUMAN RELATIONS 3 F,S
PSY 111. Not for credit maj.

Survey of applications of psychological knowledge in the area of human and interpersonal relations. Focus on applying psychological principles in the workplace.

230 BUSINESS AND INDUSTRIAL PSYCHOLOGY 3 F,S
PSY 111 req.

Behavioral factors related to business and industry. Personnel practices, individual-group interaction, leadership and morale, fatigue and safety, and consumer behavior.

231 EXPERIMENTAL PSYCHOLOGY 3 F,S
PSY 111 req.

Philosophy of science and inquiry with emphasis on experimental methodology and some application of principles through laboratory experimentation and demonstration.

232 PERSONALITY 3 US-5 F,S
PSY 111 req.

Representative personality theories and how they interact in today's society with normal and pathological patterns and the modification of these patterns.

234 INTRODUCTION TO PSYCHOLOGICAL TESTING 3 F,S
PSY 111 req; not for cr maj.

Survey of psychological tests and testing principles with applications to the Special Education classrooms.

240 STATISTICS I 3 F,S
PSY 111 or SAS 106, and MAT 107 or 110 or 120 req. Not for credit if had SAS 240 or 275.

Application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

247 CHARACTERISTICS OF LD/BD/EMH IN CHILDREN AND ADOLESCENTS 3 F,S
PSY 111 req. No credit if had PSY 347.

Definitions and classification systems for LD, BD, and EMH children and adolescents; labeling; theories of etiology; prevalence; educational and psychological characteristics of the three populations.

290 SPECIAL PROJECTS 1-3 F,S,Summer
Cons dept chair and inst.

Majors in psychology can pursue areas of special interest— independently and/or work on special projects. Community as well as University facilities are available.

301 DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD 3 F,S
PSY 111 req.

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

302 DEVELOPMENTAL PSYCHOLOGY OF ADOLESCENCE 3 F,S
PSY 111 req. May Incl Clin Exp.

Motor, cognitive, and emotional development and personality growth of the adolescent.

303 ADULT DEVELOPMENT AND AGING 3 F
PSY 111 req.

Physical, cognitive, and personality development during adulthood, with emphasis on theories, empirical data, research methods, and current issues.

304 GERONTOLOGICAL PSYCHOLOGY 3 S
PSY 111 req.

Psychological aspects of developmental transformations occurring during later adulthood. Application of psychology to problems of aging.

305 PSYCHOLOGY OF WOMEN 3 F,S
PSY 111 req.

Psychological research to place in scientific perspective the etiology and behavioral consequences of female and male-oriented attitudes.

320 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 S
12 hrs of PSY req.

Historical antecedents of modern psychology, beginning with Aristotle. Examination of modern psychology from a systematic point of view.

331 STUDIES IN EXPERIMENTAL PSYCHOLOGY 3 F,S
PSY 231, 240, or cons inst req. PSY maj only. May be repeated if content different.

Individualized research course focusing on particular content areas. Sections concentrate in different areas.

333 PRINCIPLES OF BEHAVIOR MODIFICATION 3 F,S
PSY 111 req.

Principles of behavior modification with an emphasis upon their use in a variety of educational and clinical settings.

334 PSYCHOLOGICAL MEASUREMENT	3	F,S	
<i>PSY 111 req.</i>			
Selection, evaluation, and interpretation of psychological tests, with emphasis on basic theory. Tests are considered as indicators of constructs in specific decision situations.			
341 STATISTICS II	3	F,S	
<i>PSY 240 req.</i>			
Logic of statistical inference: interval estimation, complex hypothesis testing, and non-parametric techniques. Applications in behavioral sciences.			
345 COMPUTER APPLICATIONS IN PSYCHOLOGY	3	F,S	
<i>PSY 240 and MAT 110 or 120 req. PSY maj only or cons dept chair.</i>			
Application of computer technology to psychology. Special emphasis is placed on the use of computer statistical packages to analyze psychological data.			
346 PSYCHOLOGY OF EXCEPTIONAL CHILDREN	3	F,S	
<i>PSY 112 or 232 or 301 or 302 or C&I 210 or cons inst req. May Incl Clin Exp.</i>			
Socio-psychological factors influencing the exceptional child's cognitive and affective development with implications for those working with exceptional children.			
347 BEHAVIOR DISORDERS IN CHILDREN	3	F,S	
<i>PSY 111 req.</i>			
Medical, psychological, sociological aspects of behavioral disorders of children.			
350 PSYCHOPATHOLOGY	3	F,S	
<i>PSY 111 req.</i>			
Behavior disorders; neuroses, psychoses, character disorders, mental deficiencies, and other psychopathological conditions.			
360 LEARNING	3	F,S	
<i>PSY 111 req.</i>			
Experimental data bearing on the problem of learning; learning theory; learning data and theory in relation to applied problems.			
361 PERCEPTION	3	F,S	
<i>9 hrs of PSY or cons inst req.</i>			
Cognitive processes and their relationship to other processes. Relationship of sensation, attention, and memory to perception and factors influencing perception.			
363 PHYSIOLOGICAL PSYCHOLOGY	3	F,S	
<i>9 hrs of PSY and BSC 100 or cons inst req.</i>			
Neurophysiological and biochemical substrates of behavioral processes including sensori-motor, perceptual, motivational, emotional, and intellective behaviors.			
364 MOTIVATION	3	F,S	
<i>9 hours of PSY or cons inst req.</i>			
Evolution of basic concepts leading to contemporary explanation of determiners of action with application to vocational, social, and educational areas.			
365 DYNAMICS OF SOCIAL BEHAVIOR	3	F,S	
<i>PSY 131 req.</i>			
An overview of the explanations for various aspects of social behavior, e.g., interaction, attitudes, person perception, etc.			
375 PERSONNEL PSYCHOLOGY	3	F,S	
<i>PSY 230 or 334 or cons inst req.</i>			
Procedures and methods used to match individual skills and abilities to the requirements of specific jobs; emphasis is on personnel selection.			
376 ORGANIZATIONAL PSYCHOLOGY	3	F,S	
<i>PSY 230 or cons inst req. Not for credit if had MQM 221 or 421.</i>			
Research methods and results concerning social psychology of work organizations. Descriptions of practices in organizational psychology.			
392 SENIOR SEMINAR	3	F,S	
<i>Sr stand, PSY maj only.</i>			
Detailed study of specific areas within the discipline.			
398 PROFESSIONAL PRACTICE: PSYCHOLOGY	1-6	F,S,Summer	
<i>15 hrs in PSY and jr/sr stand. 2.5 major GPA. No cr maj/min. May be repeated for different experience. Credit limit 3 hrs per placement.</i>			

SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK (SAS)

338 Schroeder Hall, (309) 438-8668

Chairperson: Robert H. Walsh.

Tenured/Tenure-track Faculty: *Sociology:* Professors: Bainbridge, Heyl, Lee, Leonard, Pocs, Schmitt, Stivers, Thomas, Walsh. Associate Professors: Eaton, Ervin, Griffin, McKinney, Rau, Sprecher, Tolone, Treadway. Assistant Professors: Maroules, Mulcahy. *Anthropology:* Professors: Dirks, Nickels, Reyman. Assistant Professor: Gillespie. *Social Work:* Professor: Pratt. Associate Professors: Campbell, Cunningham, Howard, Smith. Assistant Professors: Crooks, Holland, Kerlin, Sullivan.

Other Faculty: *Sociology:* Instructional Faculty: Assistant Professor: O'Sullivan. Lecturers: Toro-Morn, Vericella, Weinzierl. *Anthropology:* Instructional Faculty: Assistant Professor: Stanlaw. Lecturer: Mester. *Social Work:* Instructional Faculty: Assistant Professor: Sevel. Lecturers: Crowell, Turnbull, White.

Sociology Programs

Degrees Offered: B.A., B.S

Academic Policy: To graduate with a Sociology major, students must earn a grade of C or better in each of the three required 200 level courses, SAS 270, 271, and 275.

Concentrations: The Sociology program has identified several departmental concentrations that can be useful in planning the student's academic program. Students majoring in Sociology may elect (but are not required to elect) a concentration in Deviance; Health and Aging; Human Sexuality; Social Psychology; Institutions and Socialization; Inequality and Social Movements; Organizations and Occupations; or Demography and Urban. Selecting a concentration is helpful for focusing on specific career objectives. Although no specific courses are required for these concentrations, recommended courses for each are listed below:

1. Deviance: Courses required for major plus SAS 263, 365, and 367.

2. Health and Aging: Courses required for major plus SAS 210, 211, 212, and 311.
3. Human Sexuality: Courses required for major plus SAS 123, 342, and 343.
4. Social Psychology: Courses required for major plus SAS 131, 332, and 333.
5. Institutions and Socialization: Courses required for major plus SAS 262, 268, 317, and 350.
6. Inequality and Socialization: Courses required for major plus SAS 260, 264, 341, and 366.
7. Organizations and Occupations: Courses required for major plus SAS 255, 352, and 355.
8. Demography and Urban: Courses required for major plus SAS 261, 267, and 361.

For further information see the Sociology program academic adviser.

MAJOR IN SOCIOLOGY

- 30 hours in Sociology required and 18 hours in related fields.
- Required courses: SAS 106, 270, 271, 275, and electives to complete 30 hours; at least 18 additional hours in the social-behavioral sciences of anthropology, history, economics, philosophy, political science, and psychology, with at least 3 hours in anthropology, economics, and psychology and not more than 6 hours in any one field counted toward the 18 hour requirement. No Anthropology or Social Work course may be counted toward the 30 hours in Sociology required for the major, or for University Studies credit.

MAJOR IN SOCIAL SCIENCES

The Major in Social Sciences is administered in the Department of History in cooperation with the departments of Sociology, Anthropology, and Social Work; Economics; and Political Science. For further information see Social Sciences Programs.

MINOR IN SOCIOLOGY

- 18 hours in Sociology required.
- Required course: SAS 106. No Anthropology or Social Work course may be counted toward the 18 hours in Sociology required for the minor.

MINOR IN SOCIOLOGY

For Teacher Education

- Program requirements are the same as those listed for the Minor in Sociology.

MINOR IN GERONTOLOGY

Interdisciplinary Minor, Further Information: Contact David Eaton, Gerontology Coordinator, Department of Sociology, Anthropology, and Social Work.

- 21 hours required.
- Required courses (12 hours): SAS 211, PSY 304 (Gerontological Psychology), HEC/HSC 394.
- Electives (12 hours) approved by the Gerontology Committee. Students without direct work or extensive volunteer experience with older persons will be advised to register for approved Professional Practice (398, 3-6 hours) as a part of the elective requirement. Other electives include but are not limited to: HPR 274, SAS 210, 212, 311.

Anthropology Programs

Degrees Offered: B.A., B.S.

MAJOR IN ANTHROPOLOGY

- Minimum of 33 and maximum of 45 hours in Anthropology required.
- Required courses (24 hours): SAS 180, 181, 182, 274, 281, 285, 286, 380.

- Electives (9 hours) selected from other Anthropology courses.

Students will be advised in individual consultation to take a number of supporting courses in cognate disciplines. The program in cognates may emphasize either the social sciences or the natural sciences, reflecting the student's primary interest in physical anthropology, cultural anthropology, or archeology. No Sociology or Social Work course may be counted toward the 33 hours in Anthropology required for the major, or for University Studies credit.

MAJOR IN SOCIAL SCIENCES

See description listed under Sociology Programs.

MINOR IN ANTHROPOLOGY

- 18 hours in Anthropology required.
- Required courses: SAS 180 or 184, 181, 182. Additional Anthropology electives will be recommended on an individual basis. No Sociology or Social Work course may be counted toward the 18 hours in Anthropology required for the minor.

MINOR IN ANTHROPOLOGY

For Teacher Education

- Program requirements are the same as those listed for the Minor in Anthropology.

Social Work Program

Degrees Offered: B.A., B.S.

SOCIAL WORK MAJOR

57 hours required, including 20 hours in Foundation courses (5 hrs of which are University Studies courses) and 37 hours in Core courses in Social Work.

- 20 hrs req in Social Work Foundation courses: SAS 131, 240, 264, 332, PSY 111 (US V), 350, BSC 145 (US VII).
- 37 hrs req in Social Work Core courses: SAS 221, 222, 223, 315, 325, 335, 345, 391, 398.10, 398.11.
- Suggested electives include BSC 100; CJS 101; C&I 312; PHI 138; POS 105, 215, 264; PSY 112, 232, 301, 302, 333; SAS 106, 107, 160, 260, 261, 262, 263, 271, 272, 323, 342, 366; SED 109; or other relevant courses selected in consultation with the student's Social Work adviser.
- The baccalaureate degree in Social Work is accredited by the Council on Social Work Education. The primary objective of the major is to prepare entry-level professional social work practitioners.

Admission to the Social Work Program: Students may declare a major in Social Work upon admission to the University or any time prior to completing thirty hours. The admissions process is a prerequisite for SAS 398.10 and must be completed before the senior year. In order to be accepted into the Social Work Program, students are required to make formal application to the Social Work Director during or shortly after the semester in which the student completes his/her 45th semester hour. To be accepted into the program, the student must have satisfied the following requirements:

1. Forty-five hours with at least a 2.5 overall GPA.
2. SAS 221 with a C or better.
3. Successful completion of at least 100 clock hours of volunteer or paid work experience in an appropriate social welfare agency within two years of admission to the program.

Exemptions from the grade point requirement may be made for students who demonstrate potential for academic success in social work. Exceptions are granted upon the recommendations of the Social Work Admission Committee and the Director of the Social Work Program. Students

with a 2.25 GPA may be accepted if they have earned at least a C in English 101. If they have earned less than a C in English 101, they must earn at least a C in either English 145 or Business 215 before being admitted into the program.

MAJOR IN SOCIAL SCIENCES

See description listed under Sociology Programs.

Sociology Courses

106 INTRODUCTION TO SOCIOLOGY 3 US-5

F,S

Structure and dynamics of human society. Concepts of culture, socialization, stratification, collective behavior, family, minority relations, population, crime.

107 SOCIAL PROBLEMS 3 US-5 F,S SAS 106 rec.

The nature, social definition, and interrelationship of social problems. Selected topics may include aspects of societal problems and deviant behavior.

123 HUMAN SEXUALITY 3 US-7 F,S SAS 106 or PSY 111 rec. Not for credit if had PSY 123.

Basic psychological, socio-cultural, and physiological elements of human sexuality.

131 SOCIAL PSYCHOLOGY 3 US-5 F,S SAS 106 or PSY 111 rec. Not for credit if had PSY 131.

The scientific study, from a sociological perspective, of the attitudes and behavior of individuals in the group setting and interaction between individuals and groups.

210 SOCIOLOGY OF HEALTH AND MEDICINE 3 SAS 106 rec.

S

Analysis of social roles related to disease and illness; social aspects of distribution of disease; societal response in health professions and the organization of medicine.

211 SOCIAL GERONTOLOGY 3 F,S SAS 106 or PSY 111 rec.

Process and consequences of aging; interplay between social and social-psychological forces and the aged population in society.

212 SOCIOLOGY OF DEATH 3 F,S SAS 106 or PSY 111 rec.

Complexities of death-related behavior in modern societies; sociological and social-psychological viewpoints; theoretical and pragmatic implications.

255 SOCIOLOGY OF WORK AND OCCUPATIONS 3 SAS 106 req.

F,S

Sociological principles applied to the social institution of work.

260 SOCIAL STRATIFICATION 3 F,S SAS 106 rec.

Theories and character of social class systems, differential class behavior, mobility, power relationships, and caste and estate systems.

261 THE COMMUNITY 3 US-5 F,S SAS 106 rec.

Structure and function of the community. Changes in community; power, leadership, community organization.

262 MARRIAGE AND THE FAMILY 3 F,S SAS 106 rec.

Sociological and social psychological examination of the patterned and dynamic aspects of marital and family relationships.

263 DEVIANTE BEHAVIOR 3

F,S

SAS 106 rec.

Causes, societal response and control of deviant behavior. Definition of deviant acts, stigmatization, and the process of reabsorbing deviants.

264 MINORITY RELATIONS 3

F,S

SAS 106 rec.

Racial, national, religious minorities, and women. Patterns of discrimination and prejudice, and change in intergroup relations.

267 POPULATION 3 US-5

F,S

SAS 106 rec.

Dynamics and policy implications of United States and world population size and change including fertility, mortality, migration, composition, spatial distribution, future trends, and relation to resources.

268 SOCIOLOGY OF RELIGION 3 US-5

S

SAS 106 rec.

Functions and origins of religion; impact of religion on individual, society, and culture: social forces affecting religion.

270 HISTORY OF SOCIOLOGICAL THOUGHT 3

F,S

SAS 106 rec.

Analysis and appraisal of classical works in sociology from mid-nineteenth century to the present.

271 INTRODUCTION TO SOCIOLOGICAL RESEARCH 3

F,S

SAS 106 req.

Convergence of theory and research; design of inquiry, measurement, survey design, data collection, analysis, and interpretation. Research projects are part of the course.

275 SOCIAL STATISTICS 3

F,S

MAT 105 or equiv., SAS 271, or Social Work or Anthropology maj req. SAS 106 rec. Not for credit if had PSY 240. Formerly SAS 240.

Application and interpretation of basic descriptive and inferential statistics used in behavioral research. Non-parametric and parametric statistics are considered.

311 ISSUES IN GERONTOLOGY 3

S

SAS 211 or cons inst req.

Advanced treatment of selected subjects in gerontology.

317 SOCIOLOGY OF SPORT 3

S

Also offered as HPR 317.

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups, and collective behavior.

332 SMALL GROUPS 3

F,S

SAS 131 or PSY 131 rec.

Conditions affecting interaction in small groups; the small group as an ongoing social system. Limited research project.

333 SELF AND SOCIETY 3

F

SAS 106 or PSY 111 req.

A social psychological approach. Childhood and adulthood socialization are examined from the perspectives of symbolic interactionism, role theory, reference group theory, and self theory. Pragmatic implications are considered.

341 SOCIOLOGY OF SEX ROLES 3

F,S

SAS 106 or PSY 111 rec.

Application of culture concepts, status, role and self concepts, and socialization concepts toward the explanation of sex differences in social behavior. Institutionalized and social change processes are examined.

342 ADVANCED HUMAN SEXUALITY 3 F,S
PSY 123 or SAS 123 req.

Personal, interpersonal, and sociocultural aspects of sexual relationships.

343 SEXUALITY EDUCATION 3 F,S
SAS 123 req.

Perspectives, approaches, resources and the development of basic skills in sexuality education.

350 SOCIOLOGY OF EDUCATION 3 F
SAS 106 rec.

Sociological perspective on educational systems. Relationship of the educational system to other institutions, organizational characteristics and social factors influencing behavior of students.

352 THE SOCIOLOGY OF COMPLEX ORGANIZATIONS 3
SAS 106 req. Not for grad credit.

Internal and external dimensions of complex organizations that help explain adaptation to the environment.

355 INDUSTRY AND SOCIETY 3 F,S
SAS 255 req.

Sociological theories are used to understand how technological advancement influences social forces, and produces unique cultural patterns in modern industrial societies.

361 URBAN SOCIOLOGY 3
SAS 261, or 267, or equiv or cons instr req.

Urban structure and dynamics studied from a macro-perspective, stressing interaction of population, organization, environment, and technology.

365 JUVENILE DELINQUENCY 3 F,S

Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment.

366 CONTEMPORARY SOCIAL MOVEMENTS 3 F
SAS 106 rec.

Patterns of collective behavior; structure and functions of social movements. Examination of several social movements, analysis of morale, leadership and control.

367 CRIMINOLOGY 3 F,S

Criminological theory and practice. Crime as a social and legal problem. The administration of justice.

371 EVALUATION STATISTICS AND METHODS 3 F
SAS 240 and 271 or equiv courses req. Not for credit if had MQM 300. Not for grad credit.

Evaluation techniques for census and survey data, using social science computer programs for intermediate social research and statistics, including data-file management, cross-classifications, and regressions.

398.01 PROFESSIONAL PRACTICE: INTERNSHIP/CO-OP IN APPLIED SOCIOLOGY 3-6 F,S
SAS 271 or equiv rec. For undergrad credit only.

Independent experience in applying sociology in a supervised community work setting. Final paper for sociology adviser based on research project or sociological analysis of the experience.

398.02 PROFESSIONAL PRACTICE: INTERNSHIP/CO-OP IN SOCIOLOGICAL RESEARCH 3 F,S
SAS 240 and 271 or conc reg rec. May be repeated once.

Practical experience in the design, implementation, analysis, and reporting of social science research through surveys, secondary data analysis, demographic analysis and program evaluation in a research project, usually in cooperation with a community agency.

Anthropology Courses

180 INTRODUCTION TO CULTURAL ANTHROPOLOGY 3 US-5 F,S

The origin and evolution of social and cultural life past and present. Concepts, hypotheses, and theories used to explain similarities and differences in the lifestyles of peoples of the world.

181 WORLD PREHISTORY 3 F

Survey of prehistoric human cultures from their origins to the beginning of the historic period with emphasis on the Old World.

182 INTRODUCTION TO PHYSICAL ANTHROPOLOGY 3 US-3 F,S
Lecture and lab.

Introduction to the evolutionary and biological nature of humans, physical attributes, primate and human evolution, human variation and adaptation, and the interrelationship of human biology and behavior.

184 CULTURES OF THE WORLD 3 US-8 F,S
Not for credit maj.

Surveys a sample of cultures and their solutions to universal human problems.

272 NORTH AMERICAN INDIANS 3 US-8 S
SAS 180 rec. Materials charge optional.

Comparative survey of selected historic and modern Native American cultures.

273 FOODWAYS 3
SAS 106 or 180 or PSY 111 req.

Comparative study of nutritional behaviors and beliefs with emphasis on origins and cultural significance.

274 INTRODUCTION TO ARCHAEOLOGY 3 S
SAS 181 rec.

Principles, methods, and techniques of locating and excavating archaeological sites, interpreting archaeological data, and constructing culture history.

277 LANGUAGE AND CULTURE 3
SAS 180 rec.

Examination of the social and cultural functions of language, applying anthropological linguistic models to the study of past and present cultures.

281 PRINCIPLES OF ETHNOLOGY 3 S
SAS 180 req.

The major dimensions of sociocultural systems such as marriage, domestic organization, age grades, secret societies, and religion studied from a cross-cultural perspective using a variety of theoretical frameworks.

283 NORTH AMERICAN ARCHAEOLOGY 3
SAS 181 or 274 rec. Materials charge optional.

Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced; current problems examined.

284 THE ANTHROPOLOGY OF NATIVE AMERICAN ART 3 US-8 F
Materials charge optional.

Culture-ecology and behavior of historic North American Indian groups as understood from analyses of their art.

285 ETHNOGRAPHIC SURVEY 3 F*SAS 180 req.*

Ethnography as a descriptive mode including an in-depth consideration of selected cultural groups.

286 HUMAN EVOLUTION 3 F*SAS 182 rec.*

Detailed survey of the principal fossil discoveries, controversies, and proposed models of human biological evolution.

288 HUMAN VARIABILITY AND ADAPTION 3 S*SAS 182 rec. Taught in Spring of odd-numbered years.
Alternates with SAS 290.*

Study of human population variations in terms of biological and cultural adaptions to different environments.

290 PRIMATE STUDIES 3 S*SAS 180 or 182 rec. Taught in Spring of even-numbered years. Alternates with SAS 288.*

Concentrated examination of various aspects of the primates: their biology, behavior, evolution, and significance for understanding human nature.

292 THE AZTEC AND MAYA CIVILIZATIONS 3 S*SAS 180 or 181 rec.*

Examination of two ancient civilizations of Mexico and Guatemala using archaeological and documentary evidence. Social and political organization, economics, history, religion, art, writing, and daily life.

306 REGIONAL AND AREA STUDIES 1-9

Directed study in any of the subdisciplines in anthropology.

380 KEY CONCEPTS IN ANTHROPOLOGY 3 S*SAS 181, 182, 274, 281, 285, 286 req.*

Anthropological thought from historical, systematic and applied viewpoint; emphasis on changing content, concepts, methods of the discipline.

381 ARCHAEOLOGICAL FIELD SCHOOL 1-9 Summer*SAS 181, 274 rec. Materials charge optional.*

Field instruction in methods and techniques of archaeological survey, excavation, preparation and preservation of materials, and record keeping.

383 STUDIES IN SELECTED CULTURES 3*SAS 180 req.*

Culture patterns of selected areas. Physical characteristics, history, social, political, intellectual life, cultural change of aboriginal people.

386 METHOD AND THEORY IN ARCHAEOLOGY 3*SAS 181 and 274 or cons inst req.*

Archaeological method and theory from 1800 to the present, emphasizing American archaeology.

388 HISTORICAL ARCHAEOLOGY 3*SAS 274 req.*

Research methods of historical archaeology reviewed, and the principles that underlie the methods examined critically. A local historic site is thoroughly studied as a class project.

Social Work Courses**160 INTERNATIONAL SOCIAL WELFARE 3 F,S**

A cross-national study of basic social welfare services in developing nations. Food, income, housing, health, and social services in three third-world countries.

170 SURVEY OF SOCIAL WORK AND SOCIAL WELFARE 3 US-7 F,S*Not for credit maj/min.*

Survey of the profession of social work and the institution of social welfare in contemporary United States.

221 INTRODUCTION TO SOCIAL WELFARE 3 F,S*SAS 106, PSY 111 rec.*

The historical development of social welfare as an institution and the impact of social, economic factors, and the ideological systems on social welfare laws, policies and programs. Includes the development of the social work profession from selected social movements.

222 SOCIAL WELFARE POLICY AND SERVICES 3 F,S*SAS 221 req.*

Descriptive, analytical, and critical analysis of social welfare programs, policies, and issues.

223 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 3 F,S

The integration of major concepts from the social and behavioral sciences in terms of their relevance for social work.

315 SOCIAL WORK RESEARCH 3 F,S*SAS 221, 275 or conc reg req. Not for grad cr.*

The application of theories and skills of research to social work practice with individuals, families, groups, communities, and organizations.

323 CHILD WELFARE SERVICES 3 F,S*SAS 222 rec or SED or HEC maj.*

Recommended before SAS 398.10 if student wishes placement in a child-serving agency. Services for dependent, neglected, abused, and handicapped children and their families.

325 SOCIAL WORK METHODS I 3 F,S*SAS 221, 223 or conc reg req. Lecture and lab.*

Basic theory, values, and beginning skills development generic to social work practice with a focus on the interpersonal helping process.

335 SOCIAL WORK METHODS II 3 F,S*SAS 325 or conc reg req. Not for grad credit. Lecture and lab.*

Continuation of methodology and skills in social work practice, focusing specifically on knowledge, principles, techniques, and approaches to effect change in small groups and families.

345 SOCIAL WORK METHODS III 3 F,S*SAS 335 or conc reg req. Not for grad credit.*

Social work practice with neighborhoods, communities, and human service agencies, including program planning, administration, supervision, and evaluation.

391 SENIOR SEMINAR IN SOCIAL WORK 2 F,S*SAS 222, 325 req. Not for graduate credit.*

Selected topics relevant to the social work profession.

**398.10 PROFESSIONAL PRACTICE:
SOCIAL WORK FIELD INSTRUCTION
AND SEMINAR I 6 F,S**
SAS 335, sr stand and formal admission to SWK maj req. Formerly SAS 368.

Supervised field instruction and practice in social work methods with individuals, groups, and communities in a social welfare agency. Course includes a weekly, campus-based, faculty-led seminar in which theory and practice are integrated. A grade of C or better in this course is required to take SAS 398.11.

**398.11 PROFESSIONAL PRACTICE:
SOCIAL WORK FIELD INSTRUCTION
AND SEMINAR II 8 F,S**
Completion of SAS 398.10 with a grade of C or better req. Formerly SAS 378.

Advanced supervised field instruction and practice in social work. Setting usually the same as in SAS 398.10 but experiences are more diverse and complex. Seminar focuses on integration of theory and practice with emphasis on the student as a professional social worker.

SPEECH PATHOLOGY AND AUDIOLOGY (PAS)

204 Fairchild Hall, (309) 438-8643

Chairperson: Martin A. Young.

Tenured/Tenure-track Faculty: Professors: Hulit, Tannahill, Young. Associate Professors: C. Bowman, Brunt, Hufnagle, Monoson. Assistant Professors: Howard, Masters, Smoski, Thomley.

Other Faculty: Faculty Fellow: Assistant Professor: Davidson. Lecturers: Birk, L. Bowman, Burnett, Looney, Marht, McNamara, Semanko, Sidak, Stalling.

Speech Pathology and Audiology Programs

Degrees Offered: B.A., B.S. Programs are accredited by the American Speech-Language-Hearing Association.

SPEECH PATHOLOGY AND AUDIOLOGY MAJOR

Teacher Certification Sequence

- 49 hours in Speech Pathology-Audiology required.
- Required courses: PAS 112, 211, 272, 301, 315, 316, 318, 319, 320, 321, 322, 330, 331, 349, 350, 351.
- Professional Education requirements: SED 145, 220 or 362 or 370 or 374; C&I 210; EAF 228 or 231 or 235; PSY 111, 334, 346.

This is a teacher education, preprofessional program designed to prepare students for graduate work in communicative disorders. A Master's degree in this field is needed to obtain both the Illinois Certificate in Speech and Language Impaired and the American Speech-Language-Hearing Association's clinical certificate. Copies of requirements for both of these are available in the department office. All supervised clinical experiences are obtained in the graduate school.

Audiology Sequence:

- 37 hours required. *NOTE: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.*
- Required courses: PAS 211, 272, 301, 315, 318, 320, 321, 330, 349, 350, 351.
- Consult department advisor and Department Advisement Manual for selection of appropriate electives that meet national certification requirements.

This is a *non-teaching*, preprofessional program designed to prepare students for graduate study in audiology. This sequence does not qualify the student for a teaching certificate. Upon completion of the master's degree, the student will have completed the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Audiology.

MINOR IN SPEECH PATHOLOGY AND AUDIOLOGY

- 21 hours required.
- Required courses: PAS 211, 315, 320, 350. Electives cannot include practicum courses.

Students taking this minor will not qualify in this area for Illinois or American Speech-Language-Hearing Association certification.

Assessment: Because the Board of Regents has mandated that academic departments engage in self study and the measurement of student progress, majors in Speech Pathology and Audiology are expected to participate in the assessment process as one of the requirements for an undergraduate degree in this department.

Honors in Speech Pathology and Audiology: Honors work in communicative disorders and speech and hearing science is available to qualified students. For additional information, contact the department chairperson.

Speech Pathology and Audiology Courses

112 SURVEY OF SPEECH AND HEARING DISORDERS 3 F,S
Incl Clin Exp.

Current theories of speech, language and hearing disorders. Appropriate for persons interested in the prevention and basic remediation of communication disorders.

115 INTRODUCTION TO HUMAN VERBAL DEVELOPMENT 3 US-7 F,S

The communication process; emphasis on opportunities for maximum stimulation of speech and language development in children.

120 SOUND: SPEECH, MUSIC, AND NOISE 3 US-7 F,S

Sound and its applications to speech, high fidelity, and music.

211 PHONETICS 3 F,S
Incl Clin Exp.

Sound system of American speech. Standard and non-standard variations. Articulatory and acoustic considerations. Practice in transcribing and reading phonetic symbols.

272 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM 4 F,S
Lecture and lab.

Anatomic and physiologic foundation of the speech and hearing mechanism. Current physiologic theory applied to etiology of speech and hearing disorders.

301 SPEECH SCIENCE 3 F,S
PAS 272 req.

Elementary acoustical theory with application to the study of speech production and reception. Speech spectrography.

315 INTRODUCTION TO PHONOLOGICAL DISORDERS 3 F,S
PAS 211 or conc reg req. Incl Clin Exp. Not for grad cr.
 Orientation to speech pathology profession. Introduction to articulation problems.

316 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH 3 F,S
PAS 272 req. Incl Clin Exp.

Speech disorders related to structural, neurological, and endocrine pathologies. Diagnostic and remedial procedures.

318 ORGANIZATION OF SPEECH, HEARING AND LANGUAGE PROGRAMS 3 F,S
Sr or higher stand req.

Professional attitudes, ethics, and organizations. Responsibilities in various professional settings. Program development and maintenance.

319 STUTTERING I 3 F,S
Incl Clin Exp.

Nature and history of the problem. Current models of onset, development, and management.

320 SPEECH AND LANGUAGE DEVELOPMENT 3 F,S
Incl Clin Exp.

Comprehensive study of acquisition of speech and language by children. Emphasis on first six years.

321 LANGUAGE PATHOLOGY 3 F,S
PAS 320 req or an equiv human language development course at the 300-level. Incl Clin Exp.

Introduction to the identification and remediation of language disorders in children and adolescents.

322 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH II 3 F,S
PAS 272 req. Includes clin exp. Not for grad credit.

Speech disorders related to respiratory-laryngeal and articulation-resonance systems. Diagnostic and remedial procedures.

330 INTRODUCTION TO CLINICAL METHODS 3 F,S
PAS 315, 321 or conc reg req. Incl Clin Exp. Maj only.

Approved adm to Teacher Ed req. Not for grad cr.
 Introduction to clinical techniques and client management. Records, reports, behavioral observation and assessment, therapy procedures and some laboratory experience.

331 DIAGNOSTIC PROCEDURES IN SPEECH PATHOLOGY 3
PAS 315, 321, 330, or conc reg req. Incl Clin Exp. Maj only. Approved admission to Teacher Education req. Not for grad credit. Formerly PAS 446.

Test materials and procedures for differential diagnosis of speech and language problems.

337 PRACTICUM IN SPEECH PATHOLOGY 1/2-1 F,S
PAS 330 req. Incl Clin Exp. Overall GPA 2.6 req. May be repeated to max 2 hrs. Materials charge optional.

Approximately 45 hours of supervised clinical experience for each semester hour.

349 HEARING SCIENCE 3 F,S
 Introduction to concepts, theories, and terminology required for an understanding of auditory processing in the normal-hearing individual.

350 AUDIOLOGY I 3 F,S
Incl Clin Exp.

Principles of hearing measurement: sound, human ear, test methods, hearing losses, screening methods, test interpretation.

351 SPEECH READING AND AUDITORY TRAINING 3 F,S
Incl Clin Exp. PAS rec.

Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Visual/auditory speech signals. Amplification: function/use.

358 PRACTICUM IN BASIC AUDIOLOGY 1/2-1 F,S
PAS 350 req. Incl Clin Exp. Overall GPA 2.6 req. May be repeated to max 2 hrs. Materials charge optional.

Approximately 45 hours of supervised clinical practice for each semester hour.

359 PRACTICUM IN SPEECH READING AND AUDITORY TRAINING 1/2-1 F,S
PAS 351 and 358 req. Incl Clin Exp. Overall GPA of 2.6 req. May be repeated to max of 2 hrs. Materials charge optional.

Approximately 45 hours of supervised clinical practice for each semester hour.

360 AUGMENTATIVE COMMUNICATION FOR NON-SPEAKING PERSONS 3 F

Introduction to assessment, intervention strategies, technology and research questions for non-speaking individuals.



State Senator Richard Newhouse meets with ISU students.

COLLEGE OF BUSINESS

Dean: Robert W Jefferson, 316 Williams Hall.

Objectives: The primary objective of the College of Business is to prepare students for professional or managerial careers in business, education, government, industry, or nonprofit organizations. The College of Business is involved in research, public service, and faculty professional development and maintains a relationship with business, industrial, and service organizations in the surrounding area. The College firmly supports the principle that education for business requires the assimilation of a basic common body of knowledge as well as opportunities for acquiring depth in appropriate fields. The College offers programs leading to the Bachelor's degree with majors in Accounting, Management, Marketing, Finance, Business Administration, Office Administration, International Business, and Business Education. Minor programs are also available. All programs in the College of Business are accredited by the American Assembly of Collegiate Schools of Business.

The College also offers graduate programs leading to the Master of Science in Accounting, Master of Business Administration, and the Master of Science or Master of Arts in Business Education. Detailed information concerning these programs may be found in the Graduate Catalog. With careful planning and coordination between colleges and departments, qualified students may complete an undergraduate nonbusiness major and a Masters of Business Administration in five years.

Departments in the College of Business are: Accounting; Business Education and Administrative Services; Finance and Law; Management and Quantitative Methods; and Marketing.

Professional Practice Program in Business: Business majors are encouraged to participate in the professional practice program in business available in each department. The program provides students an opportunity to work under a carefully organized and approved internship or cooperative education experience during the academic year with a participating firm or organization. Business majors interested in this program are urged to arrange an interview with department advisers at their earliest convenience so that their total program includes provision for participation in the program. Students are advised to check on the specific requirements for the program offered by their major department.

Small Business Institute: Business majors, under the supervision of a professor, work in teams with small businesses to study and consult on management problems. The student team submits a written report of its findings to the business owner-manager, as well as gives an oral presentation, stating problems, alternative solutions and recommended solutions. The Small Business Institute provides a unique learning experience for students and free counseling services to participating firms to help solve problems concerning marketing, management, financial analysis, accounting, data processing, business operations and related disciplines. The program is sponsored by the College of Business in cooperation with the U.S. Government Small Business Administration.

ADMISSION TO PRE-BUSINESS CLASSIFICATION:

- A. Freshmen or transfer students with fewer than 30 hours will be classified as pre-business majors at their request.
- B. ISU or transfer students with 30 hours or more will be classified as pre-business majors at their request if they have a cumulative grade point average of at least 2.5.

PRE-BUSINESS RETENTION STANDARDS:

Students in the pre-business classification with 30 or more hours earned will be reclassified to general student status if their cumulative GPA, including transfer GPA, falls below 2.5. Students should note that a 2.5 GPA is the minimum required to apply for admission to any College of Business major. Preference for final admission to individual majors is given to students who demonstrate high academic achievement. Therefore, final admission to an individual major in the College of Business may require a GPA above the minimum required to apply for admission.

ADMISSION POLICY:

Students will be admitted into majors in the College of Business from the pool of qualified applicants for that major on the basis of individual qualifications. The number of students admitted into specific programs and the grade point average required for admission may vary from semester to semester depending on program capacity and qualifications of students in the pool. The College of Business reserves the right to maintain a balanced enrollment.

- A. To be finally admitted to one of the majors in the College of Business, a student must:
 - Complete 60 semester hours.
 - Complete all of the following tool courses, which are prerequisites for admission to the College of Business, with a grade of C or above: ENG 101; ECO 101, 102; MQM 100 or ECO 131; ACC 131, 132, and 166.
 - Achieve a minimum of a 2.5 GPA on a 4.0 scale. However, preference for final admission to individual majors is given to students who demonstrate high academic achievement. Therefore, final admission to an individual major in the College of Business usually requires a GPA above the minimum required to apply for admission.
- B. Students with a 2.5 GPA must make application to have their records reviewed for admission to the College of Business during the term in which they will complete 60 hours and the tool courses listed above. Final admission to the major is contingent upon successful completion of the criteria in section A above.
- C. Students meeting the application requirements who are not pre-business majors may apply for application to a College of Business major. Final admission is contingent upon the successful completion of the criteria in sections A and B above.

Academic Policies: The academic policies of the University apply to all of the programs in the College of Business. In addition, the following special academic requirements apply to all students in the College of Business:

1. Students must complete at least 42 hours of the total 120 hours required for graduation in studies other than business, economics, and administration.
2. Students majoring in business must complete their senior year (30 credits) in residence at Illinois State University. Under unusual circumstances, the Dean of the College of Business may grant a modification of this requirement.
3. Students must take courses and their prerequisites in required sequence.
4. Students may, during the preregistration period only, enroll in a 200 level course in the College of Business with a minimum of 45 semester hours and in a 300 level course with a minimum of 60 semester hours earned toward the baccalaureate degree at the time of such pre-enrollment. To remain in and receive credit for an upper division course a student must have earned at the time the course begins a minimum of 60 semester hours of credit for a 200 level course and a minimum of 75 semester hours of credit for a 300 level course.
5. Students who go on probation a second or subsequent time will be dropped from the College of Business.
6. Students-at-large and unclassified students must apply for permission from the College of Business to register for business courses. Such students will be required to furnish official transcripts which show the degree earned and the prerequisites for the courses in which the student is asking for permission to enroll. Some courses in the College have restricted and/or limited enrollments and thus may not be open to students at large.
7. A student may register officially for a given course in the College of Business only twice. That is, if a student completes a course or drops a course after the tenth day enrollment report, he or she may enroll officially in that course one additional time. A student who earns a grade (A, B, C, D, F, WX) in an ISU course cannot transfer the equivalent course from another school.

Transfer Policies: In addition to the general requirements of the University and the College, the following requirements apply to transfer students from other academic institutions seeking a business degree:

1. Credit for business and related courses from two-year institutions may be transferred and applied to the business core and to the major program but shall be limited to such courses that the College of Business offers at the 100 (lower division) level (freshman and sophomore).
2. Credit for business and related courses from baccalaureate degree granting institutions may be transferred and applied to the business core and to the major if the course for which the credit is being transferred is at the equivalent level of the comparable course at Illinois State and course content is determined to be equivalent.
3. In cases where equivalency of courses is not clear, departments in the College of Business may require proficiency examinations before transfer credit is accepted.

Non-Business Majors: Non-business majors are limited to no more than 25 (30 credits) of their coursework in business. Students who desire to elect more than 24 hours in business courses must register for additional courses in person only and with the written permission of the College of Business adviser.

Course Requirements for Business Programs: The courses listed below (39 hours total) are a required part of the business core and must be completed by all students majoring in business programs.

ACC 131 Elementary Accounting I	3
ACC 132 Elementary Accounting II	3
ACC 166 Business Data Processing	3
BEA 240 Business Report Writing	3
FAL 208 Legal Environment of Business	3
FAL 240 Business Finance	3
MKT 230 Intro to Marketing Management	3
MQM 100 Business and Economic Statistics	3
MQM 220 Business Organization and Management	3
MQM 227 Production Management	3
MQM 385 Problems in Business	3
ECO 101 Principles of Microeconomics	3
ECO 102 Principles of Macroeconomics	3
Majors in Business Education and Office Administration take alternate courses to meet the requirements for BEA 240 and MQM 227 as specified under each program's requirements.	

International Business

Program Coordinator: Roger Potter, Associate Dean of the College of Business. 316A Williams Hall

Degrees Offered: B.A., B.S.

The baccalaureate program in International Business is designed to provide a specialized curriculum for students interested in business who wish to prepare themselves for employment in the international sphere and for students interested in international studies who wish to develop a specialty in business that will open international employment opportunities. This interdisciplinary program, administered by the College of Business, combines coursework in business, foreign language, and area studies to assure that graduates will have broad exposure to international studies and business, and will develop skills in both a business specialty and in a foreign language.

The International Business program is divided into a common business core applicable to all students, and area studies sequences that are country and/or language specific. Students will take business core courses and courses in English, economics, mathematics, and foreign language. Students will then choose an area studies sequence depending on the part of the world they wish to emphasize.

MAJOR IN INTERNATIONAL BUSINESS

- Required courses: ACC 131, 132, 166; BEA 240; ECO 345; FAL 208, 240; MKT 230; MQM 100, 220, 227, 385. In addition, the following courses must be completed: ECO 101, 102; ENG 101; MAT 121 (MAT 107 and 120, or competence req) or 145 (MAT 107, 108, and 110; or competence req).
- Electives in Business: 15 hours, of which at least 9 are to be chosen from: ACC 340; BEA 345; FAL 312, 344; MKT 238; MQM 350; remaining hours may be taken from functional business areas.
- Foreign language requirement: Language courses appropriate for the chosen sequence through at least the 116 level. Note: All students must complete at least 9 hours of coursework in the language appropriate for the chosen sequence while in college. Proficiency or advanced placement credit may not be used to satisfy this 9 hour requirement. Students are encouraged to study as much language as possible. Students in the British and General sequences must also meet the foreign language requirement.

— Area Studies: All students must take 12 hours representing at least 3 departments from one of the following sequences.

British Sequence: ENG 110, 122, 219, 388; GEO 240; HIS 102, 228, 229, 232, 342, 344, 361, 362; POS 141, 241; IDS 104.

French Sequence: GEO 240; HIS 102, 229, 345; POS 141.

General Sequence: GEO 135, 150, 230, 240, 245; HIS 102, 125, 126, 127, 229, 234, 236, 237, 239, 263, 279, 345, 365, 366; PHI 208; POS 141, 145, 151, 242, 246, 247, 263, 345, 347, 354.

German Sequence: GEO 240; HIS 102, 229, 237, 365; POS 141.

Japanese Sequence: ECO 210; GEO 255; HIS 125, 275, 375; PHI 207, 208; POS 345; ART/MUS/THE 125.

Russian Sequence: ECO 310; GEO 245; HIS 234, 366; POS 141, 242, 263, 354.

Spanish Sequence: GEO 230, 240; HIS 102, 127, 229, 263; POS 141, 347.

MINOR IN INTERNATIONAL BUSINESS

A minor in International Business is only available to students who major in the College of Business. The minor in International Business is not available to majors outside the College of Business.

— 22 hours required.

— 9 hours to be chosen from ACC 340; BEA 345; FAL 312, 344; MKT 238; MQM 350; 4 hours required from FOR 115; 9 hours of approved area studies electives from at least 3 departments from: GEO, HIS, PHI, or POS as listed under the General Sequence of the International Business major.

ACCOUNTING (ACC)

435 Stevenson Hall, (309)438-7651

Chairperson: Stanley Earl Jenne.

Tenured/Tenure-track Faculty: Professors: T. Duffy, Fish, Jenne, Lammers, Rexroad, Rozanski, Sanderson. Associate Professors: T. Craig, Currie, Delaney, McClure, McKean, Razaki, Sieg, Taylor. Assistant Professors: C. Craig, W. Crampton, W. Duffy, Holmes, Leinicke, Ostrosky, Patten.

Other Faculty: *Faculty Fellow:* Professor: James Hallam. *Lecturers:* Dawson, Falb, Fuller, Jolene Hallam, Horn, McCosh, Olson, Oman, Orendorff, Palm, Peterson, Pettie, Pilchard, Toepke.

Accounting Programs

Degree Offered: B.S.

The baccalaureate degree in Accounting is designed to qualify graduates for entry level positions in the accounting profession. Students aspiring to leadership positions in the accounting profession are strongly encouraged to complete the Master of Science degree in Accounting.

The Department of Accounting offers three sequences under the Accounting Major: 1) Financial Accounting, 2) Industrial Accounting, and 3) Business Information Systems. These programs emphasize the development of students' analytical capabilities and students' knowledge of the usefulness and limitations of accounting information. Students must select a sequence based upon their current interests and career goals. Department advisers and faculty members are available to counsel students as they make this decision. Students preparing for graduation in any of the above sequences should consider making application to the Master of Science in Accounting degree program early in their senior year. Students who previously have complet-

ed a baccalaureate degree outside of Accounting should consider making application directly into the Master of Science in Accounting program.

All accounting majors must complete at least 42 hours outside the College of Business and in subject areas other than business, economics, and administration as part of the 120 hours required for graduation.

ACCOUNTING MAJOR

An Accounting Major must complete requirements under one of the following sequences.

Financial Accounting Sequence: This sequence is designed to prepare a student to complete successfully the Certified Public Accountant (CPA) examinations. Students in this sequence may also prepare to complete the Certified Management Accountant (CMA) examination and/or the Certified Internal Auditor (CIA) examination.

Students selecting the Financial Accounting sequence must complete ACC 131, 132, 166, 230, 231, 232, 233, 235, 263; BEA 240; FAL 208, 209, 211, 240; MKT 230; MQM 100, 220, 227, 385; COM 110, 227; ECO 101, 102; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121).

Also required are 6 hours of upper-division (200-300 level) Accounting electives.

Industrial Accounting Sequence: This sequence provides an opportunity for students to prepare for an accounting position within a specific industry. Students selecting this sequence should have well defined career goals in industrial accounting. Approval of a specific course of study must be obtained from an accounting advisor.

Students selecting the Industrial Accounting sequence must complete ACC 131, 132, 166, 230, 231, 232, 332; BEA 240; FAL 208, 240, 341; IT 192, 233, and 292 or 331; MKT 230; MQM 100, 220, 227 (or IT 311), 327, 385; COM 110, 123; ECO 101, 102; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121). In addition, with the assistance of the adviser, students should complete additional courses in accounting, courses in the natural and social sciences and courses in industrial technology that enable them to be conversant with the accounting standards related to a specific industry, industrial materials, or processing areas.

NOTE: A student who wishes to take the one of the professional certifying examinations should consult with an adviser.

Business Information Systems Sequence: This sequence is designed to prepare students for entry level accounting positions requiring significant training in Business Information Systems. This preparation is particularly valuable in accounting consulting positions, certain auditing positions, and in many progressive industrial positions.

Students selecting the Business Information Systems (BIS) sequence must complete ACC 131, 132, 166, 230, 231, 232, 233, 235, 261, 263, 266, 362, 366; BEA 240; FAL 208, 240; MKT 230; MQM 100, 220, 227, 385; COM 110, 227; ECO 101, 102; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121).

NOTE: This sequence will not prepare a student to become a certified public accountant. A student who wishes to take one of the professional certifying examinations should consult with an adviser.

MINOR IN ACCOUNTING

— 21 hours in Accounting required.

— Required courses: ACC 131, 132, 231, 232.

— 9 elective hours in ACC courses approved by a departmental adviser. **NOTE:** ACC 245 is not accepted toward the minor.

Repetition of Courses in Accounting: A student can register officially for an Accounting course only twice. That is, if a student completes a course, or drops a course after the

official tenth day enrollment report, he or she may enroll officially in the same ACC course only one additional time.

Admission Standards: All majors in the Department of Accounting must meet the academic, admission, and transfer policies of the College of Business. Non-majors must have the prerequisites, including the specific number of hours, to enroll in courses in the department. Certain courses are restricted to accounting majors only.

Admission to the Department of Accounting is on a competitive basis with preference given to students who have demonstrated an ability to complete successfully the degree requirements. Enrollments in the department are managed to help assure a high quality educational experience for qualified accounting majors.

The Department of Accounting reserves the right to maintain a balanced student enrollment.

Accounting Courses

131 ELEMENTARY ACCOUNTING I 3 F,S

Elementary course in Financial Accounting. Emphasizes the content and formation of financial statements, financial accounting methods and other topics.

132 ELEMENTARY ACCOUNTING II 3 F,S *ACC 131 req.*

Emphasis on the broad uses of accounting data internally by managers in directing the affairs of organizations. Includes cost accumulation, budgeting, pricing, and other topics.

160 COMPUTER PROGRAMMING FOR BUSINESS 3 F,S *High school algebra req.*

Packaged programs for applications in business.

166 INTRODUCTION TO BUSINESS INFORMATION SYSTEMS 3 F,S *Materials charge optional.*

Business information concepts and programming.

230 MANAGERIAL ACCOUNTING 3 F,S *ACC 132 and MAT 121 req.*

Discussion of product costing, planning and controlling routine operations, and analysis of non-routine decisions.

231 INTERMEDIATE ACCOUNTING I 3 F,S *ACC 132 req.*

Theory and procedures underlying the income statement as a report on operating performance and the balance sheet as a report on financial position.

232 INTERMEDIATE ACCOUNTING II 3 F,S *ACC 231 req. Overall GPA of 2.5 or an A or B in ACC 231 req.*

Theory and problems involved in accounting for stockholders' equity, funds flow, and consignment and installment sales.

233 INCOME TAX PROCEDURE 3 F,S *ACC 131 or cons dept chair req.*

Emphasis on individual tax procedures. Introduction to corporation and partnership.

235 AUDITING 3 F,S *ACC 231, 166, and MQM 100 req. Overall GPA of 2.5 or an A or B in ACC 231 req. ACC maj only.*

The CPA profession; auditors' opinion; evidence; internal control; auditing standards, programs, procedures and ethics; statistical sampling; working papers.

245 BUSINESS STUDIES ABROAD 3-15 F,S

Jr stand and cons dept chair req.

This course encompasses any studies related to International Business which are taken abroad. The amount of credit awarded is dependent upon the nature of the studies and is arranged by the department chair.

261 BUSINESS SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMING 3 F,S *ACC 132 and 166 req. Overall GPA of 2.5 or an A or B in ACC 166 req.*

Introduction to structured systems analysis and design for business data processing.

263 ACCOUNTING INFORMATION SYSTEMS 3 F,S *ACC 166, 132 req. Materials charge optional. Typing skills rec.*

Provides the accounting student with microcomputer applications skills needed in accounting. Overview of systems analysis skills that are required of an accountant.

266 COBOL 3 F,S *ACC 166 or equiv req. Overall GPA of 2.5 or an A or B in ACC 166 req. Not for credit if had ACS 272. Formerly INTERMEDIATE COBOL.*

COBOL programming involving multiple file processing using both disk files and tape files, data usage, data categories, sort feature, perform verb, and table handling.

298 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION IN ACCOUNTING 1-6 F,S *See department chair for information and consent.*

330 ACCOUNTING FOR NON-PROFIT ENTITIES 3 F,S *ACC 231 req. Overall GPA of 2.5 or an A or B in ACC 231 req. ACC maj only.*

Accounting applications to financial planning and control for non-profit institutions.

332 ADVANCED MANAGERIAL ACCOUNTING 3 F *ACC 166, 230, MQM 100 and MAT 121 or 145 req. Overall GPA of 2.5 or an A or B in ACC 230 req. ACC maj only.*

Recent conceptual and analytical developments in the area of management accounting.

334 ADVANCED TAX PROBLEMS 3 F,S *ACC 233 or cons dept chair req. Overall GPA of 2.5 or an A or B in ACC 233 req.*

Intensive examination of corporation, partnership, estate, trusts, and gift tax problems.

336 ADVANCED AUDITING 3 F,S *ACC 235 req. Overall GPA of 2.5 or an A or B in ACC 235 req. ACC maj only.*

In-depth analysis of statistical samples, accountants' legal exposure, EDP in auditing, analysis of practical problems encountered by the public accountant in a variety of auditing situations.

337 ADVANCED ACCOUNTING 3 F,S *ACC 232 req. Overall GPA of 2.5 or an A or B in ACC 231 and 232 req. ACC maj only.*

Specific emphasis on business combinations and consolidated financial statements. Other topics include partnership accounting, international operations, branch accounting, segment reporting and interim statements.

340 INTERNATIONAL ACCOUNTING 3 S
ACC 132 req.

The financial management of multi-national enterprises and of diverse accounting practices in international business.

362 ADVANCED BUSINESS SYSTEMS ANALYSIS 3 S
ACC 261 and 366 req. Overall GPA of 2.5 or an A or B in ACC 261 and 366 req.

Involves the development of a data processing system, including the development of input files, updating and file maintenance, and design and preparation of reports, and complete documentation of the data processing system.

366 ADVANCED BUSINESS DATA PROCESSING 3 F
ACC 266 or ACS 272 req. Overall GPA of 2.5 or an A or B in ACC 266 or ACS 272 req. Not for credit if had ACS 372.

Advanced applications using disk systems, tape systems, and operating systems as applied to business problems using COBOL.

370 MANAGEMENT INFORMATION SYSTEMS 3 S
MQM 220, ACC 131, 166, or equiv req. MKT 230 and FAL 240 req. Formerly MQM 370.

Management Information systems with emphasis on the responsibilities of management in the creation, control, and utilization of information systems which support managerial decision making.

375 PROFESSIONAL PROBLEMS 3 S
24 hrs of ACC req. ACC 330, 334, 336, 337, or cons dept chair req. Conc enroll allowed for only two of ACC 330, 334, or 336. Overall GPA of 2.8. Conc enroll in FAL 375 rec.

An intensive study of contemporary accounting problems with a strong orientation toward the preparation for the CPA and CMA examinations.

398 PROFESSIONAL PRACTICE: INTERNSHIP IN ACCOUNTING 1-6 F,S
Senior, 2.8 GPA in accounting courses, 2.6 overall GPA and cons dept chair req.

On-the-job experience in one or more of the following areas: Public Accounting, Industrial Accounting, Governmental Accounting, Tax, and Business Data Processing.

BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES (BEA)

327 Williams Hall, (309)438-3602

Chairperson: Wilma Jean Alexander.

Tenured/Tenure-track Faculty: Professors: Alexander, Grever, Hall, Kaisershot, Marcum-Grogg, Nappi, Palmer, Rich, Varner, Winchell, Wray. Associate Professors: Haynes, Wentling. Assistant Professors: Lyles, Pomerenke. Other Faculty: Lecturers: Collier, Dean, Fidler, Jefferson, Lazzaretti, Ridenour, Ringer.

Business Education and Administrative Services Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

The Department of Business Education and Administra-

tive Services offers major degree programs in Business Education and Administrative Systems and Office Technology.

The business teacher education program is developed to comply with teacher certification requirements for the State of Illinois. This program prepares graduates for secondary teaching positions, optional special K-12, as well as for positions in education and training for business and industry.

The Administrative Systems and Office Technology program provides graduates with career opportunities in various administrative systems and office automation positions which include (1) administrative systems supervisor, (2) administrative systems analyst, (3) administrative assistant, (4) information processing supervisor, or (5) records manager in business, government, and educational institutions.

Students should note that:

1. Majors within this department must meet the academic, admission, and transfer policies of the College of Business. Non-majors must have the prerequisites, including the specified number of hours, to enroll in courses in the department.
2. At least 42 semester hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business, economics, and administration.
3. While an overall grade point average of 2.0 is required for graduation, majors in the BEA teacher education program must have earned a 2.5 grade point average for admission to the University's teacher education program (see University-wide Teacher Education Program Requirements in the College of Education section of the Catalog for further information). Business Education majors must have a min 2.5 GPA in order to be eligible to student teach.
4. For the BEA teacher education program, minimum clinical experiences totaling 35 clock hours shall be completed in the department prior to student teaching. Several courses in the department include clinical experiences; however, it is not necessary to complete all of these courses to satisfy this requirement.
5. Students shall plan programs in consultation with an adviser.
6. Students desiring vocational education certification are required to complete BEA 380 and 382.

Business Education Programs

BUSINESS EDUCATION MAJOR

— 88 hours required, of which 15 meet University Studies requirements and 24 meet Professional Education requirements. Part of the entitlement program leading to certification by the State of Illinois for teaching business courses in the secondary schools, grades 6-12 and the K-12 certificate if BEA 360.11 (2 hrs), C&I 210 (3 hrs), STT 399 (10 hrs), and 10 clock hrs of clinical experience in the elementary school are completed. (STT 399.50 is student teaching at the elementary level.) Also, see University-wide Teacher Education Program Requirements and Teacher Education Admission Program sections of the catalog for further requirements.

Required courses:

— Core courses required of all Business Education Majors: ACC 131, 132, 166; BEA 100; FAL 208, 240; MKT 230; MQM 100 (or ECO 131), 220, 385; ECO 101, 102; PSY 111; MAT 110 or 120 (see MAT prerequisites) and; ENG 101. These courses lead to qualifications for teaching Accounting, Business Mathematics, Business Law, and Business Economics. ECO 101, 102, MAT

120, PSY 111, and ENG 101 may be used to count toward University Studies requirements.

- Professional courses in the BEA department required of all Business Education majors: BEA 260 (2 hours) and at least two of the following (4 hours): 360.04, 360.07, 360.08, 360.09, 360.10. These courses must be completed prior to student teaching, and they provide 35 clock hours of clinical experiences from the 100 clock hours required by the State of Illinois.
- Professional Education courses: PSY 215; C&I 200.01, 200.02, 200.03, 200.04 (8 hours) or C&I 200.03, 216, and SED 218 (8 hours); EAF 228 or 231 or 235; STT 399.
- 12 hours of additional courses for qualifications to teach in one or more of the following areas:
 1. **Typewriting:** BEA 109 or equivalent, BEA 208
 2. **Shorthand:** BEA 122 or equivalent, BEA 222
 3. **Office Practice:** the requirements of typewriting and shorthand if they are part of the course and BEA 255
 4. **Basic Business/Consumer Education:** BEA 330 and certification in a teacher education program
 5. **Business English:** BEA 140
 6. **Data Processing:** BEA 200 or at least 2 hours of data processing in addition to ACC 166 (see Core courses)
 7. **Marketing Education:** BEA 380, 382; MKT 233, 234
 8. **Vocational Business and Office Education:** BEA 380, 382 and 2,000 hours of employment experience in the occupational specialty to be taught

Students wishing to minor in Business Education or Administrative Systems and Office Technology are requested to inform the department, and are encouraged to discuss their program with an adviser in the Department of Business Education and Administrative Services.

MINOR IN BUSINESS EDUCATION

The Business Education minor is available only to those in an education major.

- 25 hours required in the College of Business.
- Required courses: BEA 100, 109, 122, 208, 222, 260, 330, 360.04 or 360.07 (2 hours); FAL 208.

ACC 131, 132 and 166 may be substituted for BEA 122, 222, and FAL 208 if a student wishes to be certified to teach accounting and business mathematics rather than shorthand and business law.

MINOR IN CONSUMER EDUCATION

The minor in Consumer Education is available only to those in a secondary education major.

- 24-26 hours required in BEA, FAL, HEC, MKT.
- Required courses: BEA 100, 260, HEC 103 or BEA/HEC 330, HEC 333, 360.01 (CONSUMER EDUCATION) or HEC 203; ECO 101, 102; FAL 208; MKT 230, 231. Appropriate courses, such as HEC 393 (Utilizing Community Consumer Resources), may be substituted for required courses with the approval of the department chairperson.

Administrative Systems and Office Technology Programs

ADMINISTRATIVE SYSTEMS AND OFFICE TECHNOLOGY MAJOR

- 60 hours required in Business (ACC, FAL, MKT, MQM, BEA) or other areas specified below.
- Required courses: ACC 131, 132, 166; FAL 208, 240; MKT 230; MQM 100 (or ECO 131), 220, 385; BEA 100, 109, 140, 240, 250, 255, 355. Also required are ECO 101 and 102 and MAT 120, which may be completed in University Studies. MAT 110 may be

substituted for MAT 120, but it is not a University Studies course.

- 12 additional hours must be chosen from one or a combination of the following concentrations and/or sequence with the approval of the departmental adviser:
 1. Records Management: BEA 200, 352, 353; HIS 395
 2. Communication for Business: BEA 341, 353 and two of the following: COM 123, 223, 227, 228, 240
 3. Word/Information Processing: BEA 200, 208, 271, 351; ACC 261
 4. The Small Business Office: BEA 251, 271, 351; MQM 226, 326
 5. Education and Training: BEA 271, 351, 371, 372
- Business Information Systems Sequence: ACC 261, 266, and ACC 362 and 366.

An unclassified student or an Administrative Systems and Office Technology major may select courses that will prepare the student for administrative support positions. Specific information is available in the Department of Business Education and Administrative Services. Unclassified students who are later admitted to a degree program may apply the courses that are listed above toward graduation. See Business Education adviser for information.

NOTE: Unclassified students and students-at-large must provide transcripts showing that prerequisites have been met.

MINOR IN ADMINISTRATIVE SYSTEMS AND OFFICE TECHNOLOGY

- 24 hours required in the College of Business
- Required courses: ACC 131, 166; BEA 100, 109, 140, 250, 255, 355.

Business Education and Administrative Services Courses

100 BUSINESS AND ITS ENVIRONMENT

3 US-7 F,S

Influence of economic, social, and political pressures on business systems and operating procedures including markets, production, organization, management, and government regulation of business.

105 DEVELOPMENT OF KEYBOARDING SKILLS

1 F,S

Not for credit maj/min. Closed to students with previous typewriting instruction.

Development of touch keyboarding skills for use of computer terminals.

108 BASIC FORMAT

TYPEWRITING/KEYBOARDING

2 F,S

Formerly BEA 105 and 112. Not for credit maj/min. Materials charge optional.

Introductory course includes presentation of microcomputer keyboard and development of basic skills for rapid, accurate preparation of documents and office communication forms.

109 TYPEWRITING/WORD PROCESSING I

3 F,S

BEA 108 or equiv. Formerly BEA 106 and 113. Materials charge optional.

Word information processing, text editing on IBM-PC, microcomputer disk operation, magnetic storage media, business document format, proofreading techniques, terminology.

122 PRINCIPLES OF SHORTHAND I

3 F

Shorthand laboratory work req. Materials charge optional.

Shorthand theory, dictation, and related knowledge.

**140 BUSINESS
COMMUNICATIONS 3 F,S**

ENG 101 or equiv req.

Communications practices in business. Communication skills will be improved through solution of practical business writing problems.

**198.50 PROFESSIONAL PRACTICE:
COOP IN ADMINISTRATIVE SYSTEMS
AND OFFICE TECHNOLOGY 1 F,S**

May be repeated, max 2 hrs with cons dept chair. Maj only; soph stand; 2.5 GPA in business courses; 2.2 GPA overall; cons of coop coord req.

Practical experience in the application of theory in administrative systems.

**200 APPLICATIONS OF OFFICE
TECHNOLOGY 3 US-7 F,S**

Not for credit if had ACS 150. Materials charge optional.

Word processing, data base management, spread sheets, business graphics, and communications using microcomputers.

**208 TYPEWRITING/WORD
PROCESSING II 3 F**

BEA 109 or equiv. Formerly BEA 107 and 213. Materials charge optional.

Development of ability at the expert level of typewriting and word processing skills. Concentration on word processing applications including analysis of work priority and solutions to problems involved in management support.

**222 ADVANCED SHORTHAND
AND TRANSCRIPTION 3 S**

BEA 122 req with grade of C or better or equiv. Materials charge optional. Laboratory work req.

Review of shorthand theory; emphasis on recording and transcription speed building; advanced dictation for transcription and mailable letter production.

**240 REPORT WRITING FOR
BUSINESS 3 F,S**

ENG 101 or equiv req.

Report writing techniques; use, form, and structure of different types of business reports.

245 BUSINESS STUDIES ABROAD 3-15 F,S

Jr stand and cons dept chair req.

This course encompasses any studies related to International Business which are taken abroad. The amount of credit awarded is dependent upon the nature of the studies and is arranged by the department chair.

**250 RECORDS MANAGEMENT: THEORY
AND CONCEPTS 3 F**

Organization and management of records systems including records maintenance, protection, and final disposition.

**251 OFFICE PROCEDURES FOR THE SMALL
BUSINESS 3 F**

MQM 226 or conc reg req.

Office-support systems and their applications for the small business.

255 OFFICE SYSTEMS 3 F

BEA 109 or equiv req. Laboratory required. Materials charge optional.

Decisions which must be made regarding efficient work flow in an office through experiences in an office simulation which includes the use of modern office technology.

**260 FOUNDATIONS OF
BUSINESS EDUCATION 2 S**

Formerly BEA 361. Includes Clin Exp. Adm. to Teacher Ed. req.

Historical background and current status of business education emphasizing professional responsibilities of teachers and principles of curriculum construction.

**271 INSTRUCTIONAL TECHNIQUES
FOR BUSINESS 3 F**

Development of instructional techniques for training office employees. Learning theory, application of instructional techniques, and evaluation of results for office employee training plans.

**298.50 PROFESSIONAL PRACTICE:
COOP IN ADMINISTRATIVE SYSTEMS
AND OFFICE TECHNOLOGY 1 F,S**

May be repeated, max 2 hrs. with cons dept chair. Maj only; junior stand; 2.5 GPA in business courses; 2.2 GPA overall; cons of coop coord req.

Practical experience in administrative systems in communications, task analysis, problem solving, work flow and instructional techniques.

**300 CAREER PLACEMENT
PROCEDURES 1 F,S**

Not for grad cr.

An orientation to the processes used in obtaining employment. Includes instruction concerning resumes, application letters, job sources, and interviews.

**330 DECISION-MAKING FOR
CONSUMERS 3 F,S**

Also offered as HEC 330.

Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, life-styles, consumer protection, leisure, and achieving financial security.

**341 PRACTICUM IN BUSINESS
COMMUNICATIONS 2 or 3 S**

BEA 240 or cons inst req.

Communications unique to professional employment; emphasis on research and writing skills for effective communication.

**345 BUSINESS IN A MULTI-CULTURAL
ENVIRONMENT 3 US-8 F,S**

Business operations in a multi-cultural environment. Relationship between the business process and social attitudes, values, ideologies, and customs with special emphasis on Asia, Latin America, and the Middle East.

**351 CONCEPTS IN OFFICE INFORMATION
PROCESSING 3 F**

Fundamental knowledge of office information processing systems: organization, implementation, management, work flow, word processing and word processing equipment, and computer word processing.

**352 ADVANCED RECORDS
MANAGEMENT 3 S**

BEA 250 req. Not for grad credit.

Application of theory and concepts of records management and advanced study of micrographics and computerization of records systems.

**353 BUSINESS FORMS CREATION
AND MANAGEMENT 3 S**

BEA 250 req.

Procedures for implementing a forms control program. Emphasis on analyzing and designing business forms.

355 PRINCIPLES OF OFFICE ADMINISTRATION 3	S
<i>BEA 255 req. Not for grad cr.</i>	
Analysis of office functions and relationship to business organization; information handling and data processing; office design and layout; responsibilities of office administrators.	
360 TOPICS IN STRATEGIES OF TEACHING BUSINESS EDUCATION SUBJECTS 2	
<i>260 or conc reg req. May be repeated if content different. Adm to teacher ed or teaching experience. Methods of teaching business education subjects including typewriting, shorthand, word processing, basic business, consumer economics, accounting, marketing and distributive education, word processing and current topics.</i>	F,S
371 TEACHING BUSINESS TOPICS TO ADULT LEARNERS 3	
Learning theory applied to the development of education and training programs for adults in and for business.	F
372 EDUCATIONAL MATERIALS FOR ADULT LEARNERS IN BUSINESS 3	
Identification, development, evaluation, and selection of training materials for teaching business topics to adults.	S
380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3	
<i>Incl Clin Exp. Also offered as AGR 380, HEC 380 and IT 305.</i>	F
Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.	
381 DIRECTED OCCUPATIONAL EXPERIENCE FOR VOCATIONAL BUSINESS AND OFFICE AND MARKETING EDUCATION 3	
<i>For in-service teachers.</i>	S
Approved on-the-job work experiences required of business and office, and marketing education vocational teachers.	
382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3	
<i>Incl Clin Exp. Also offered as AGR 382, HEC 382 and IT 306.</i>	S
Coordination techniques needed for high school and postsecondary teacher coordinators in integrating classroom activities with daily employment.	
398 PROFESSIONAL PRACTICE: ADMINISTRATIVE SYSTEMS AND OFFICE TECHNOLOGY 1-7	
<i>Maj only; sr standing; 2.5 GPA in business courses; 2.2 overall GPA; and cons internship coord req.</i>	F,S
On-the-job experience involving planning, organizing, and directing work activities; developing controls to assure compliance with policies and procedures in the various areas of office automation.	
398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN ADMINISTRATIVE SYSTEMS AND OFFICE TECHNOLOGY	

398.50 PROFESSIONAL PRACTICE: COOP IN ADMINISTRATIVE SYSTEMS AND OFFICE TECHNOLOGY

FINANCE AND LAW (FAL)

328 Williams Hall, (309) 438-5675

Chairperson: Charles McGuire.

Tenured/Tenure-track Faculty: Professors: Crepas, Ficek, McGuire, Mills, Naidu, Potter, Scott, Varner. Associate Professors: Hagias, Kang, Kruse, Loy. Assistant Professors: Chang, Dheeriya, Gilbert, Howe, Lockett.

Other Faculty: Instructional Faculty: Assistant Professor: Solberg. Instructor: Edwards. Lecturers: Campbell, Carlon, Davis, Jacob, Richter, Riss.

The Finance major provides a knowledge base and skills appropriate for a wide variety of functional and managerial activities that require financial expertise. The financial world touches most organizations, profit or nonprofit, which have activities involving banking, insurance, real estate, investments, managerial finance, budgeting, and international finance. Students with an interest in insurance may elect the insurance sequence.

Academic Policies: All majors in the Department of Finance and Law must meet the academic, admission, and transfer policies of the College of Business. Non-majors must have the prerequisites, including the specified number of hours, to enroll in courses in the department.

Finance Program

Degree Offered: B.S.

FINANCE MAJOR

General Finance Sequence: 54 hours required in Business (FAL, ACC, BEA, MKT, MQM). Required courses (45 hours in FAL, ACC, BEA, MKT, MQM): FAL 208, 218, 240, 242, 340 or 341, 349; ACC 131, 132, 166; BEA 240; MKT 230; MQM 100, 220, 227, 385. In addition, ECO 101, 102, and MAT 121 or 145 must be completed. Elective courses (9 hours): 9 hours selected from FAL 252, 260, 318, 340 or 341 (whichever is not used to fulfill major requirements), 343, 344, 351, 354; ECO 239; or appropriate courses approved by the departmental adviser.

Insurance Sequence: 54 hours required in Business (FAL, ACC, BEA, MKT, MQM). Required courses (54 hours): FAL 208, 218, 240, 242, 252, 340 or 341, 349, 351, 354; ACC 131, 132, 166; BEA 240; MKT 230; MQM 100, 220, 227, 385. In addition, ECO 101, 102, and MAT 121 or 145 must be completed.

At least 24 of the 54 hours required for the major must be taken in residence at Illinois State University. The senior year's work (last 30 hours), with minor exceptions, must be taken in residence at Illinois State University. At least 42 of the total 120 hours offered for graduation must be taken in courses other than business (FAL, ACC, BEA, MKT, MQM), economics, and administration.

Finance and Law Courses

140 PERSONAL FINANCE 3 US-7 F,S

Not for credit maj/min in the College of Business.

Examines key financial decisions made by individual consumer. Career selection, personal record keeping, budgeting, use of credit, insurance, income taxes, and investment.

208	LEGAL ENVIRONMENT OF BUSINESS	3	US-7	F,S <i>Jr standing req.</i>	
	The legal environment as it pertains to profit and nonprofit organizations, with ethical considerations and social and political influences as they affect such organizations.				
209	BUSINESS LAW I	3		F,S <i>Fal 208 req.</i>	
	The law of contracts, agency, partnerships, and corporations.				
211	BUSINESS LAW II	3		F,S <i>FAL 208 and 209 req.</i>	
	The law of property, sales, secured transactions, commercial paper, trusts, wills, insurance, and bankruptcy.				
218	FINANCIAL MARKETS	3		F,S <i>ACC 131, 132; ECO 101, 102 req.</i>	
	Participants, structure and functions of the major domestic and international financial markets.				
240	BUSINESS FINANCE	3		F,S <i>MQM 100, ACC 132, ECO 101 req.</i>	
	Principles and problems of planning and managing assets of business. Formulation, acquisition and utilization of funds and capital structure examined.				
242	INVESTMENTS	3		F,S <i>FAL 240 req.</i>	
	A survey of investment media, concepts, and techniques to provide an understanding of the investment process in the economic and financial environment.				
245	BUSINESS STUDIES ABROAD	3-15	F,S <i>Jr stand and cons dept chair req.</i>		
	This course encompasses any studies related to International Business which are taken abroad. The amount of credit awarded is dependent upon the nature of the studies and is arranged by the department chair.				
252	PROPERTY AND LIABILITY INSURANCE	3		F,S <i>FAL 208, 240 req.</i>	
	Introduction to insurance principles, with emphasis on risk in the fire, marine, bond, and casualty areas.				
260	REAL ESTATE PRINCIPLES	3		F,S <i>FAL 240 req.</i>	
	Principles of real estate, including legal aspects of real estate, appraisal, investment, mortgage financing, homeownership, and brokerage industry functions.				
298	PROFESSIONAL PRACTICE: BUSINESS ADMINISTRATION OR FINANCE INTERNSHIP/ COOPERATIVE EDUCATION	1-6	F,S <i>Jr stand and cons dept chair req.</i>		
	Directed projects or administrative experience related to the student's career interests, arranged through the department coordinator and completed under the supervision of a business professional.				
311	GOVERNMENT REGULATION OF BUSINESS	3		F,S <i>FAL 208 req.</i>	
	Analysis of governmental legal and regulatory activity as it applies to business.				
312	INTERNATIONAL BUSINESS LAW	3		F,S <i>FAL 208 req.</i>	
	Case study in international business law. Jurisdiction and application of foreign law, international regulation of economic activities, and issues of comparative law.				
318	MANAGEMENT OF FINANCIAL INSTITUTIONS	3		F,S <i>FAL 218, 240 req. Not for grad credit. Formerly FAL 247.</i>	
	Financial institutions as business firms, with emphasis on depository institutions: industry structure, regulation, asset and liability management strategies.				
340	SHORT-TERM FINANCIAL MANAGEMENT	3		F,S <i>FAL 240 req. Bus maj only.</i>	
	Analysis of working capital management; cash budgeting; financial analysis and planning; short-term financing decisions.				
341	CAPITAL INVESTMENT DECISION MAKING	3		F,S <i>FAL 240 req. Bus maj only.</i>	
	Theory and practice of capital management, evaluation of risks, determination of capital structures, measure of costs and returns, and allocation of capital.				
343	SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT	3		F,S <i>FAL 240, 242 req. Bus maj only.</i>	
	Characteristics of financial assets and markets; evaluation of securities; selecting and combining securities into portfolios; portfolio models and measurement of portfolio performance.				
344	INTERNATIONAL FINANCIAL MANAGEMENT	3		F,S <i>FAL 240 req. Bus maj only.</i>	
	Financial management of multinational corporations, including balance of payments, foreign exchange markets and international money and capital markets.				
349	ADVANCED FINANCIAL THEORY AND PROBLEMS	3		F,S <i>FAL 340 or 341 req. Additional 6 hr finance req. Finance maj only. Not for grad cr for MBA students.</i>	
	An advanced coverage of financial theory and its applications to cases and problems. Specific area of emphasis varies according to the interests of students and faculty involved.				
351	LIFE AND HEALTH INSURANCE	3		F,S <i>FAL 252 req.</i>	
	Personal and business risks. Principles of life and health insurance and their applications.				
354	RISK MANAGEMENT	3		S <i>FAL 351 req. Bus maj only.</i>	
	Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks.				
357	REAL ESTATE APPRAISAL	3		F <i>FAL 260 req. Bus maj only.</i>	
	Recent and traditional appraisal techniques. Theory and methodology of market value determination for residential and commercial real estate.				
360	REAL ESTATE INVESTMENT AND FINANCE	3		S <i>FAL 240, 260. Bus maj only.</i>	
	Decision-making analysis in real estate investment and financing. Emphasis on financial leverage, cash-flow analysis, taxation, risk, mortgages.				

375 LAW FOR ACCOUNTANTS 3 S
24 hrs of accounting including ACC 337 or conc reg; FAL 211 or conc reg req. Cr/No Cr only. Not for grad credit.

Accountants' legal responsibilities, anti-trust, bankruptcy, federal securities regulation, insurance, regulation of employer and employee relationships, secured transactions, suretyship, and other topics for the professional accountant.

380 TOPICS IN THE LEGAL ENVIRONMENT OF BUSINESS 3 F,S

Cons dept chair req. May be repeated with cons inst. Selected topics in law and its relationship to business. Topics may include new developments in public and private law as it relates to businesspersons.

398 PROFESSIONAL PRACTICE: FINANCE INTERNSHIP 1-6 F,S

Senior stand, overall GPA of 3.2 or cons dept chair; usually, no more than 3 hrs credit awarded for one-semester work assignment.

Directed projects or administrative experience related to the student's career interests, arranged through the department coordinator and completed under the supervision of a business professional.

MANAGEMENT AND QUANTITATIVE METHODS (MQM)

329 Williams Hall, (309) 438-5606

Chairperson: V. Jean Ramsey.

Tenured/Tenure-track Faculty: Professors: Brabb, Chitgopekar, Couch, Graeff, Graf, Kerber, Mohr, Newgren, Radhakrishnan, Ramsey. Associate Professors: Dumler, Fazel-Sarjui, Franklin, Hemmasi, Lewis, Robinson. Assistant Professors: Fitzgibbons, Lust, Park, Russ, Shin.

Other Faculty: Instructional Faculty: Assistant Professor: Vani. **Lecturers:** Cook, Devore, King, Kroll, Rawlins, Walker.

Management and Quantitative Methods Programs

Degree Offered: B.S. in Management

The Management major offers programs to students interested in professional management careers in business, industry, or government. Three sequences allow students to concentrate on skills needed by general managers (Organizational Management Sequence), or by specialists in personnel and human resource management (Human Resource Management Sequence), or by specialists in quantitative decision processes (Operations Management Sequence).

Academic Policies: All majors in the Department of Management and Quantitative Methods must meet the academic, admission, and transfer policies of the College of Business. Non-majors must have the prerequisites, including a specified number of hours, to enroll in courses in the department.

MANAGEMENT MAJOR

— 54 hours required, of which 36 are core requirements and 18 are in each of the sequences. In addition, ECO 101, 102; and MAT 121 or 145 are required. (MAT courses may have up to 7 hours of prerequisites.) ECO 101, 102, and 3 hours of MAT satisfy part of the University Studies requirements.

- Core requirements: MQM 100, 220, 221, 227, 385; ACC 131, 132, 166; BEA 240; FAL 208, 240; MKT 230.
- At least 24 of the required hours at the 200 and 300 level must be taken in residence at ISU.
- The senior year's work, with minor exceptions, must be taken in residence at ISU.
- At least 42 hours of the total 120 hours offered for graduation should be in courses other than business (MQM, ACC, BEA, FAL, MKT), economics, and administration.
- One of the following sequences must be completed.

Organizational Management Sequence

- MQM Core.
- MQM 215, 323, 325 required.
- 9 additional hours selected from MQM 226, 300, 326, 340, 350, 287, 381, 398; one related 3 hr course from another department with consent of department chair. Generally, a maximum of 3 hours from MQM 287, 381, or 398 may count towards this nine hours. Exceptions must be approved by department chair.

Human Resource Management Sequence

- MQM Core.
- MQM 323, 324, 353, 354 req.
- Six additional hours from MQM 300, 340, 381, 398, or a related 3 hour course with consent of department. A maximum of 3 hours from MQM 381 or 398 may count towards this six hours.
- Operations Management Sequence
- MQM Core
- MQM 215, 327.
- 9 or 12 hours selected from: MQM 300, 333, 335; MKT 329.
- 0 or 3 hours selected from MQM 287, 319, 326, 398; ACC 230; IT 312.

Business Administration Programs

Degree Offered: B.S.

BUSINESS ADMINISTRATION MAJOR

- 54 hours required in Business (ACC, BEA, FAL, MKT, MQM).
- Required courses (33 hours in ACC, BEA, FAL, MKT, MQM): MQM 100, FAL 208, 240; ACC 131, 132, 166; BEA 240; MKT 230; MQM 220, 227, 385. In addition, ECO 101 and 102 and MAT 121 or 145 must be completed. Fifteen (15) of these 33 hours must be taken in residence at Illinois State University.
- Elective courses: A total of 21 hours of electives of which no more than nine hours may be taken in any one subject area: Finance, Business Law, Accounting, Management, Marketing, or other area approved by adviser. FAL 140 may not be included. Within the 21 hours of electives, a student must take nine hours from one subject area and six from two others; or six hours from three areas and three hours from a fourth. At least nine of the 21 hours of electives must be taken at the 300 level.
- At least 42 hours outside the College of Business and in subject areas other than business (ACC, BEA, FAL, MQM, MKT), economics, and administration must be included toward the 120 hours for graduation.

Business Information Systems Sequence: Students electing the Business Information Systems Sequence must fulfill all of the requirements of the Business Administration Major; however, the following courses are required: ACC 160 or ACS 164; ACC 261, 266, 362, and 366. These courses will be applied toward the 21 hours of required business

electives, leaving 6 hours of electives to be selected outside ACC.

MINOR IN BUSINESS ADMINISTRATION

— Required courses: MAT 110 or 120 (MAT 107 competence req); ECO 101; FAL 208, 240; ACC 131, 132; MKT 230; MQM 100 or ECO 131; MQM 220.

Note: The Business Administration minor is not available to majors in the College of Business.

Management and Quantitative Methods Courses

100 BUSINESS AND ECONOMIC STATISTICS 3

MAT 110 or 120 req. Not for credit if had ECO 131.

Application of statistical methods to business. Averages, dispersion, probability theory, frequency distributions, inference, hypothesis testing, regression, nonparametric tests.

215 INTRODUCTION TO MANAGEMENT SCIENCE MODELS 3

MQM 100, MAT 121, ACC 166 req. Not for credit if had MQM 301 prior to Spring 1979.

Provides a basic understanding of the formulation and application of quantitative models in managerial decision-making. General topics include: linear programming, dynamic programming, networks, and simulation.

220 BUSINESS ORGANIZATION AND MANAGEMENT 3

ECO 101 req.

Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations.

221 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION 3

MQM 220 req. Not for credit if had PSY 376.

Organization analysis focusing on motivation, perception, communication, coordination, and change. Administrative problems examined by theories of individual and group behavior.

226 ENTREPRENEURSHIP 3

MQM 220; FAL 240; MKT 230.

How to start a business, with emphasis on the assessment of business opportunities and on the development of operating plans.

227 PRODUCTION MANAGEMENT 3

MQM 100, 220 req.

Operations of production plants. Methods analysis and work measurement, inventory control, quality control, facilities layout, machines and maintenance.

245 BUSINESS STUDIES ABROAD 3-15

Jr stand and cons dept chair req.

This course encompasses any studies related to International Business which are taken abroad. The amount of credit awarded is dependent upon the nature of the studies and is arranged through the department chair.

298.01 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION

IN MANAGEMENT 1-6

F,S

Internship experiences in general management, human resource management, production/operations management or management information systems, arranged through the departmental coordinator.

298.02 PROFESSIONAL PRACTICE:

INTERNSHIP/COOPERATIVE EDUCATION IN BUSINESS ADMINISTRATION 1-6

F,S

Internship/cooperative education experiences for business administration majors related to students' career interests arranged through departmental coordinator.

300 INTERMEDIATE

BUSINESS STATISTICS 3

F,S

MQM 100, MAT 121 or equiv.

Techniques used in modern business analysis. Topics include multiple regression and analysis of variance for applications in management, marketing, finance, and accounting.

301 DECISION THEORY 3

MQM 100 req.

Behavioral and quantitative factors in business decision-making. Emphasis on quantitative methods of making decisions under conditions of uncertainty.

319 SEMINAR IN

QUANTITATIVE METHODS 3

S

MQM 215, 227 and sr stand req. May be repeated once if content different.

Specialized study of a selected topic in the field of quantitative methods for advanced students.

323 HUMAN RESOURCES MANAGEMENT 3

MQM 220 req.

F,S

Principles and procedures relating to human resources management, including staffing, appraisal, training, compensation, and other programs for business and other organizations.

324 INDUSTRIAL RELATIONS

MANAGEMENT 3

F,S

MQM 220 and ECO 102 req.

Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practice.

325 MANAGERIAL PLANNING AND DECISION MAKING 3

F,S

MQM 220 plus 3 additional hrs of Management req. Bus maj only.

A consideration of managerial decision making in organizations. Specific emphasis on strategic, program, and operational level planning decisions, techniques, and systems.

326 SMALL BUSINESS MANAGEMENT 3

F,S

2.0 GPA in a Bus maj; sr or grad stand. Bus maj only.

Field program designed to familiarize the student with the problems of small business owners and/or operators. The student acquires firsthand knowledge and experience by dealing with on-going businesses.

327 OPERATIONS MANAGEMENT 3

S

MQM 227; MAT 121 req.

Advanced consideration of decision making tools applied to manufacturing and other operational areas. Case analyses place emphasis on production management problems.

333 PRODUCTION/INVENTORY CONTROL MANAGEMENT 3

S

MQM 227 req. Not for grad cr.

Management systems (structures, functions, interfaces), issues, and decision models in the Production Control/Inventory Control sub-function. Emphasizes both theory and actual practice in the field.

335 QUALITY CONTROL MANAGEMENT 3 F

MQM 227 req. Not for grad credit.

Management systems (structures, functions, interfaces), issues, and decision models in the Quality Control subfunction. Emphasizes management theory and actual practice in the field.

340 SEMINAR IN MANAGEMENT 3 S

MQM 220, 221, 227, ACC 166. May be repeated once if topic different. Not for grad cr.

Specialized study of a selected topic in the field of management for advanced students.

350 INTERNATIONAL MANAGEMENT 3 F

MQM 220; FAL 240; MKT 230. Not for grad cr.

Managerial decision making for planning, organizing, and controlling the functions, operations, and resources of multinational corporations.

353 HUMAN RESOURCE PLANNING AND DEVELOPMENT 3 F

MQM 323 req.

Human resource planning as the base for organizational human resource programs, and management of personnel development in organizations.

354 COMPENSATION MANAGEMENT 3 S

MQM 323 req.

Compensation subsystem as a vital component in establishing a workplace system that stimulates employee performance.

381 PROJECT SUPERVISION 3 F,S

MQM 220 and selection as 220 Section Manager req.

MQM 221, 227, and sr. stand rec. Undergrad credit only.

Experience in supervising group projects and activities. Training and development problems, performance evaluation, and project planning and control.

385 PROBLEMS IN BUSINESS 3 F,S

MQM 100, 220, ACC 132, FAL 240, MKT 230 req.

Senior stand. Bus maj only. Not for grad credit.

Integration of the decision-making processes involved in each of the major functional areas of business.

**398.01 PROFESSIONAL PRACTICE:
INTERNSHIP IN
MANAGEMENT 1-6 F,S**

Internship experiences in general management, human resource management, production/operations management, or management information systems, arranged through the departmental coordinator.

**398.02 PROFESSIONAL PRACTICE:
INTERNSHIP/
COOPERATIVE EDUCATION IN
BUSINESS ADMINISTRATION 1-6 F,S**

Internship/cooperative education experiences for business administration majors related to students' career interests, arranged through the departmental coordinator.

MARKETING (MKT)

325 Williams Hall, (309) 438-8770

Chairperson: Stephen Goodwin.

Tenured/Tenure-track Faculty: Professors: Cox, Goodwin, Grimm, Jefferson. Associate Professor: Glisan. Assistant Professors: Celuch, Hazeltine, Lesch, Longfellow, Ogbuehi, Showers, Singley.

Other Faculty: Faculty Fellow: Assistant Professor: Smith. Lecturers: Lebreton, Lupo, Schori, Steen, Van Houten.

Marketing Programs

Degree Offered: B.S. in Marketing

The degree in Marketing is a flexible degree that qualifies graduates for a variety of leadership positions in the selling, distribution, pricing, and advertising of goods and services for both profit and non-profit organizations.

Academic Policies: All majors in the Department of Marketing must meet the academic, admission, and transfer policies of the College of Business. Non-majors must have the prerequisites, including the specified number of hours, to enroll in courses in the department.

MARKETING MAJOR

- 54 hours required in Business (ACC, BEA, FAL, MKT, MQM)
- Required courses: MKT 230, 231, 232, 338; ACC 131, 132, 166; BEA 240; FAL 208, 240; MQM 100, 220, 227, 385
- 24 of these 42 hours must be taken in residence at ISU. Additional requirements: ECO 101, 102; MAT 121 or 145 (MAT courses may have up to 7 hours of prerequisites). ECO 101, 102 and 3 hours of MAT satisfy part of the University Studies requirements.
- Elective courses: (12 hours selected from): MKT 233, 234, 235, 238, 329, 333, 334, 335, 337, 339. One of the following courses may be used as part of the 12 hours listed above: GEO 330, 333, 336; POS 232, 312; SAS 260, 267. No more than 3 hours of electives may be outside the Marketing Department.
- The senior year's work (last 30 hours), with minor exceptions, must be completed in residence at ISU.
- At least 42 of the 120 hours required for graduation must be in courses other than Business (MKT, ACC, BEA, FAL, MQM), economics, and administration.

Marketing Courses

**230 INTRODUCTION TO
MARKETING MANAGEMENT 3 F,S**

ECO 101 req.

A managerial approach to the study of concepts, activities, and decisions that facilitate exchange between buyers and sellers in the environments of business and nonbusiness organizations.

231 BUYER BEHAVIOR 3 F,S

MKT 230, MQM 100 req.

Theory and research on explaining and predicting consumer and organizational buying behavior. Course examines concepts that have implications for marketing management decisions.

232 MARKETING RESEARCH 3 F,S

MKT 230, MQM 100 req.

Examines marketing research methods and techniques used in the collection and interpretation of primary and secondary data.

233 ADVERTISING 3 F,S

MKT 230 req.

Survey of historical and contemporary trends; theory and decision making in advertising. Course covers basic decision elements for developing and managing campaigns.

234 PROFESSIONAL SELLING 3 F,S

AGR 214 or MKT 231 or conc reg req.

To describe personal selling as a marketing activity and to cover effective selling methods. Application of selling theories to the modern marketing concept.

235 MARKETING CHANNELS 3 F,S*MKT 231, 232 req.*

Theoretical concepts of marketing channel (distribution) structure and management and their practical applications.

238 INTERNATIONAL MARKETING 3 F,S*MKT 230 req.*

Understanding the global marketing environment and developing marketing strategies across national boundaries. The political, economic, and cultural variables which influence such strategies are identified. Recent cross-cultural research and real world cases clarify concepts and their application.

245 BUSINESS STUDIES ABROAD 3-15 F,S*Jr stand and cons dept req.*

This course encompasses any studies related to International Business which are taken abroad. The amount of credit awarded is dependent upon the nature of the studies and is arranged by the department chair.

**298 PROFESSIONAL PRACTICE:
INTERNSHIP/COOPERATIVE
EDUCATION IN MARKETING 1-6 F,S***See department chair for information and consent.***329 PURCHASING POLICIES AND
PROCEDURES 3 F***ECO 102, ACC 131 req.*

Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control.

333 ADVERTISING MANAGEMENT 3 F,S*MKT 231, 232, 233, or equiv req.*

Rigorous evaluation of elements for the effective development, implementation, and management of advertising campaigns. Experience in making decisions will be gained via cases, campaign development exercises, and/or computer-simulation.

334 SALES MANAGEMENT 3 S*MKT 232, 234 req.*

Theory, principles, and practices of sales force administration for manufacturing, wholesaling, and service enterprises. Topics include recruiting, training, compensation, and performance appraisal.

**335 RETAILING MANAGEMENT
AND PROMOTION 3 F,S***MKT 231 req.*

Management and operation of retail firms. Emphasis will be on location, pricing, inventory, and promotion.

337 INDUSTRIAL MARKETING 3 S*MKT 231, 232 req.*

Focuses upon the scope and nature of marketing in an industrial or business to business context. A managerial decision making framework is utilized.

**338 STRATEGIC MARKETING
MANAGEMENT 3 F,S***MKT 231, 232 req. Bus maj only.*

Development, implementation, and control of the marketing plan. Includes analysis of actual and hypothetical cases. A term project is typical.

339 SEMINAR IN MARKETING 3 F,S*MKT 231, 232 req. May be repeated once if topic and inst different. Bus maj only.*

A specialized study of important, narrow topics in the field of marketing for advanced students.

**398 PROFESSIONAL PRACTICE:
INTERNSHIP/COOPERATIVE
EDUCATION IN MARKETING 1-6 F,S***See dept chair for info.*

COLLEGE OF EDUCATION

Dean: Thomas Ryan, 533 DeGarmo Hall.

The College of Education includes the Departments of Curriculum and Instruction, Specialized Educational Development, Educational Administration and Foundations, the Office of Clinical Experiences and Certification Processes, the Office of Research, and the Laboratory Schools. The College of Education has three broad missions: (1) Vigorous preparation of quality instructional, supervisory, and administrative personnel to serve in all sectors of the economy in various capacities and at all levels of teaching and learning; (2) Systematic study, research and evaluation of societal concerns within diverse cultural contexts and with the concomitant utilization of that research for society's benefit; and (3) Active involvement in service activities designed to improve the quality of life through education and to ensure the necessity of existing programs and to identify new directions for the College. The College administers clinical experiences in education and an admission-retention program in undergraduate teacher education in addition to offering a wide range of graduate programs, including masters and doctoral programs in Curriculum and Instruction, Educational Administration, and Special Education as well as an advanced certificate in Educational Administration.

CURRICULUM AND INSTRUCTION (C&I)

232 DeGarmo Hall, (309)438-5425

Acting Chairperson: Robert Fisher

Tenured/Tenure-track Faculty: Distinguished Professor: Fitch. Professors: Baer, Bettis, Crotts, Fisher, Galler, Godbold, Goeldi, Goodall, Irving, Kachur, Kennedy, Lazerson, Lewis, Lorber, Morris, Mungo, Pierce, D. Rhodes, T. Ryan, Taylor, Waimon, Youngs. Associate Professors: Braun, Flinkinger, Garcia, Haukoos, Tillman. Assistant Professors: Bagley, Benenson, Curits, Davidson, Gee, Jerich, Koskela, Ruddy, Shaw-Baker, Short, Venerable.

Other Faculty: Instructional Faculty: Assistant Professors: Hull, Legge, Nourie. Instructor: Magee. **Lecturers:** Boyd, Foster, Gee, Godbold, Gorrell, Green, Jasper, Lewis, McClean, Mills, Morey, P. Ryan, Salome, Stockman, Thirtyacre, Torres, Weber, Williams.

Early Childhood Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

ACADEMIC POLICIES: Students are admitted to Early Childhood Education on a selective basis. A minimum cumulative GPA of 2.5 and a minimum of 40 hours completed are required for admission to the program. A major GPA of 2.5 is required for admission to Core II and Teacher Education.

EARLY CHILDHOOD EDUCATION MAJOR

The Early Childhood comprehensive major leads to certification for teaching in programs serving children birth to age 8 (grade 3). The professional coursework of the program focuses on preparation for teaching in day care centers, nursery schools, and primary classrooms.

Most professional coursework, taken through CORE units, is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each CORE unit is for an entire semester and is a unified program of classroom experiences taught by a team of instructors from C&I and other departments. Each CORE covers a common content: knowledge about physical, cognitive, social, and creative development of children; knowledge about school curriculum and organization; and direct teaching experience with young children. The final semester (Practicum) is spent off campus. Concurrently with each CORE, students take additional required courses. Specific information on admission policies and practices is available from the Department of Curriculum and Instruction. Students are encouraged to take the Basic Skills Test as early as possible.

- Required courses (54 hours): C&I 260, 261, 262, 263, 301; EAF 331; SED 145 or PSY 346; SED 304; SED 363 or HEC 231; PAS 115. Concurrent courses are taken through advisement.
- In addition to the major requirements listed above, students should include the following courses in the 48 hours of University Studies for compliance with state certification requirements: ENG 101, COM 110, PSY 111. Each student should consult the *Teacher Education Requirements* section of this catalog for further understanding of state general education standards for certification in Early Childhood Education.

Elementary Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

ACADEMIC POLICIES: Usually, more students desire to enroll in the beginning C&I courses in the Elementary Education CORE Program than can be accommodated during any given semester. Therefore, students are enrolled on a selective basis. Specific information on enrollment policies is available from the Elementary Education CORE Program Coordinator in the Department of Curriculum and Instruction.

A minimum cumulative GPA of 2.5; a minimum of 45 semester hours credit completed; and a minimum of C in ENG 101 and in COM 110 are required of all students before registering the beginning C&I courses in the Program (C&I 103, Introduction To Elementary Education, and C&I 250, CORE I - THE ARTS). Prospective transfer students are urged to file an Application for Admission to ISU early. (See Admission Section of this catalog.) All students with 45 hours or more (transfers, re-admits, or change-of-majors) must contact the Program Coordinator prior to any registration period to determine their eligibility for enrolling in courses in the Program. Advanced registration is encouraged. Students are urged to take the Basic Skills Test as early as possible.

ELEMENTARY EDUCATION MAJOR

The CORE Program:

- 52 hours required. Part of entitlement program leading to certification: elementary K-9.
- Required courses: C&I 103, 250, 251, 252, 253; EAF 228 or 231 or 235.

Competency in Basic Skills: All students are required to pass Basic Skills Competency Examinations. (See Teacher

Education Requirements section in this catalog for additional information regarding Admission to Teacher Education; Student Teaching and Certification.) C&I 103 acquaints the student with the personal qualifications and academic requirements necessary for teaching. Students learn about academic policies and procedures of the University and course selections to satisfy University Studies requirements, general education certification requirements, and major requirements in professional education. The formal coursework is taken through the on-campus CORE units. This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each on-campus CORE unit is 12-14 hours of course work, and lasts for a semester. A CORE is a unified program of course work and classroom experiences taught by a team of Elementary Education teachers and instructors from other departments and represents three major curriculum areas: CORE I - the Arts, CORE II Communication Skills, and CORE III - the Natural and Social Sciences. The student enrolls for these in sequence. Each CORE covers: (1) a common content, such as the arts; (2) knowledge about the physical, cognitive, social and creative development of children; (3) knowledge about the school curriculum and organization; and (4) pre-student teaching clinical experiences. The final semester is spent off-campus in a Clinical Center. This provides a wide variety of direct experience with children in various socio-economic and ethnic groupings. All major work is contained within the CORE units except EAF 228 or 231 or 235.

Junior High/Middle School Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

JUNIOR HIGH/MIDDLE SCHOOL EDUCATION MAJOR

Professional Requirements:

- 34 hours in Professional Education required. Part of entitlement program leading to certification: Elementary K-9.
- Required courses: C&I 130, 210, 233, 333, 390, 395, 399 (12 hours of Student Teaching); EAF 228 or 231 or 235; SED 306.

Program Requirements: These requirements may, in very large part, be met by coursework taken for University Studies and to meet certification requirements falling under General Education.

Within the general education requirements as stated in the catalog section Approved Teacher Education Programs—Junior High/Middle School, the following courses should be taken:

- Completion of ENG 101, 145, and COM 110 in the 9 hours of Language Arts requirements.
- Completion of HSC 196 and HPR 180 in the Health and Physical Education requirements.

Specialization Requirements:

- Appropriate preparation in two or more areas of teaching specialization listed below is required

The major in Junior High/Middle School Education, a program of professional development for those who wish to teach at the junior high/middle school level of education, consists of three broad areas of preparation. These are: General Education, requirements for certification which are listed in the section on Teacher Education; Professional Education, requirements which are listed above; and Teaching Specialization requirements, the character of which are described below. Upon satisfactorily completing this program, the student will meet the State of Illinois

requirements for Elementary certification (K-9). In addition, graduates may, by completing (a) sufficient hours in a specialization, and (b) teaching experience, qualify by transcript evaluation for an Illinois State High School Certificate (6-12).

An adviser in the Department of Curriculum and Instruction will assist the Junior High/Middle School Major planning coursework in both a primary and secondary area of specialization.

Primary Specialization: A student must complete one of the following options:

1. A teacher education minor in English (Language Arts), Health, Art, or Music.
2. A specified 21-30 hours taken from Science, Industrial technology, Social Sciences, Mathematics, Reading, or Physical Education.

Secondary Specialization: In addition to the primary specialization, a student must complete a minimum of 18 hours (completes the State of Illinois minimum requirements for teaching in a second field, usually 8 hours) in another area selected from those listed in 1 and 2 above.

Unlike preparation for senior high school teaching, the junior high/middle school demands broad preparation across the several disciplines that constitute a subject area at this level. To meet these broad field demands in their selected teaching areas, pre-service teachers in the Illinois State program are guided through coursework that is specifically attuned to the curriculum requirements of the junior high/middle school.

A primary feature of the Junior High/Middle School Program is the experience that the pre-service teacher gains in working with early adolescent youth in the school environment. Simultaneously with the coursework in the categories described above, the student in the program engages in a variety of clinical experiences working with pupils in area junior high/middle schools. In fulfilling its strong commitment to early adolescent education, Illinois State University works closely with these schools to provide maximal opportunities for majors in the development of teacher-pupil interaction skills. The prescribed and voluntary internship activity aids the student in making the transition from pre-service to in-service teaching much more effectively and expeditiously. This activity and the other features of this specialized program combine to provide a comprehensive and thorough undergraduate program for teachers as specialists at a school level where few exist.

Certification standards and standards for school recognition by the Illinois State Board of Education relating to the qualifications of teachers as well as those for member schools of the North Central Association are met and considerably exceeded by graduates of the Junior High/Middle School Teacher Education Program at ISU.

Urban Education Study: Students wishing preparation for working with urban populations may elect to complete Urban Education. Urban Education is not a certified area but is an elective option available to students in elementary education, junior high school, special K-12, high school, early childhood, and special education programs. Course content and clinical experiences are individually designed in keeping with the specific teacher education program of the student.

The following includes both on and off campus coursework experiences in both school and non-school educational settings, and in agency activities: C&I 110 - Introduction to Multicultural Education (3 hrs.), C&I 232 - Education in the Inner City: An Introduction (3 hrs.), C&I 312 - Urban Field Experiences (6 hrs. off-campus), C&I 398 - Professional Practice: School/ Community Involvement (3 hrs.).

and C&I 332 students receive credit for 200.03 in the professional sequence, and Special Education majors receive credit for C&I 295-Senior Seminar. Secondary Education students must complete the program prior to student teaching in order to receive credit for 200.03. Students in all other programs may complete the program before or after student teaching.

Curriculum and Instruction Courses

103 INTRODUCTION TO ELEMENTARY EDUCATION 1 F,S

Elem Educ maj only. 2.5 cumulative GPA and 45 sem hrs req. Min C in ENG 101 and in COM 110 req. Conc reg in C&I 250 req. Cr/No Cr only.

Personal qualifications, attitudes, and academic requirements for teaching are examined.

105 A SOCIETY OF LEARNERS 3 F,S,Summer

The nature, structure, and functions of schools and schooling, and their effects on individuals and society.

110 INTRODUCTION TO MULTICULTURAL EDUCATION 3 US-7 F,S,Summer

Materials charge optional.

Exploring the theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels.

130 INTRODUCTION TO EARLY ADOLESCENT EDUCATION 1 F,S

Incl Clin Exp.

Develops the distinctive role of early adolescent education in the public school, contrasted with elementary and senior high school education.

200 PROFESSIONAL SEQUENCE 2-6 F,S,Summer

C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp. This program is divided into segments numbered 200.01 and 200.02 (or C&I 216), 200.03 (Adm. to Teacher Ed req.), and 200.04 (or SED 218). The first three (200.01 and 200.02, or C&I 216, and 200.03) must be taken sequentially. The segment 200.04 (or SED 218) may be taken at any stage of the program. Students must enroll for C&I 200.03 prior to or concurrent with the departmental methods courses. Exceptions must be approved by the C&I Secondary Coordinator. Students who do not complete all professional sequence work within a period of six academic semesters (excluding summers) may be required to demonstrate the competencies required in the current sequence program.

Basic principles and techniques of teaching, developmental and remedial aspects of high school reading, and organization and administration of American public education, including topics related to mainstreaming and multicultural education.

210 CHILD GROWTH AND DEVELOPMENT 3 F,S

PSY 111 req. Not for credit if in Elem Ed Core program. Incl Clin Exp.

Physical, social, emotional, and mental development of the child from conception through adolescence; methods of studying children and their behavior.

216 SECONDARY EDUCATION 4

C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp. Materials charge optional.

Basic principles and techniques of teaching; learning goals and their function, subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, procedures for evaluating and reporting results, and topics in mainstreaming and multicultural education.

232 EDUCATION IN THE INNER CITY: AN INTRODUCTION 3 F,S

Incl Clin Exp. Materials charge optional.

Social, economic, and cultural forces that contribute to deprivation in urban areas; their specific relationship to education. Activities within the local community emphasized.

233 EDUCATION AND THE EARLY ADOLESCENT 3 F,S

C&I 130 or conc reg req. Incl Clin Exp.

Organizational structure of American public education; provisions for early adolescent education; understanding the characteristics of the early adolescent student; the role of the teacher of early adolescents.

250 CORE I - THE ARTS 14 F,S

Elem ed maj only. Overall GPA of 2.5 and 45 sem hrs req. Min of C in Eng 101 and in Com 110 req. Incl 45 hrs Clin Exp. Materials charge optional. Students responsible for trans to Clin sites.

Modern programs, materials, and techniques of teaching art (3 hrs.); creative drama (3 hrs.); music (3 hrs.); and physical education (2 hrs.) in elementary school. Child growth (2 hrs.) and curriculum (1 hr.).

251 CORE II - COMMUNICATION SKILLS 12 F,S

C&I 250 req. Overall and maj GPA of 2.5 req. Incl 45 hrs Clin Exp. Students responsible for trans to clin sites. Materials charge optional. Adm to Teacher Ed req.

Modern programs, materials, techniques of teaching reading (3 hrs.); language arts (3 hrs.); and children's literature (2 hrs.), in elementary school. Child growth (1 hr.), curriculum (2 hrs.), and measurement (1 hr.).

252 CORE III - NATURAL AND SOCIAL SCIENCES 12 F,S

C&I 103 and 251 req. Overall and maj GPA of 2.5 req. Teacher Cert courses in mathematics, science, and social science req. Incl 60 hrs Clin Exp. Students responsible for trans to clin sites. Materials charge optional.

Modern programs, materials, and techniques of teaching mathematics (3 hrs); science (3 hrs); and social studies (3 hrs) in elementary school. Curriculum (1 hr) and measurement (2 hrs).

253 CORE IV - THE CLINICAL CENTER PRACTICUM 10 F,S

C&I 252 req. Overall and maj GPA of 2.5 req. Students responsible for trans to clin sites. Materials charge optional.

Participation in a partnership among Illinois State University, public school districts, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

260	CORE III - THE ARTS IN EARLY CHILDHOOD EDUCATION	8	S	
	<i>C&I 262 req. Incl Clin Exp. Cum GPA 2.5. Materials charge optional.</i>			
	Materials, techniques of teaching art, creative drama and music in ECE programs, and the role of play across the curriculum.			
261	CORE I - COMMUNICATION SKILLS IN EARLY CHILDHOOD EDUCATION	8	S	
	<i>ECE maj only. Incl Clin Exp. Cum GPA 2.5 and 40 hours req. Conc req in C&I 301. Materials charge optional.</i>			
	Modern programs, materials, techniques of teaching pre-reading, language arts and literature in ECE programs. Child growth, and curriculum.			
262	CORE II - NATURAL AND SOCIAL SCIENCES IN EARLY CHILDHOOD EDUCATION	8	F	
	<i>C&I 261. Incl Clin Exp. Adm to Teacher Ed req. Cum GPA 2.5. Materials charge optional.</i>			
	Modern programs, materials and techniques of teaching mathematics, science and social studies in ECE programs. Child growth and curriculum.			
263	CORE IV - THE CLINICAL CENTER PRACTICUM	12	F	
	<i>C&I 260 req. Cum GPA 2.5.</i>			
	Participation in a partnership among Illinois State University, ECE programs, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.			
270	ELEMENTARY SCHOOL CURRICULUM	4	F,S	
	<i>SED 220 or conc reg req. Incl Clin Exp. Not for credit if in Elem Ed Core Program.</i>			
	Development of elementary school curriculum and classroom organization. Current teaching strategies and materials for language arts, science, and social studies.			
300	EDUCATIONAL ROLE OF PLAY IN EARLY CHILDHOOD	3	S	
	<i>Incl Clin Exp. Materials charge optional.</i>			
	Emphasizes the process of play and its relationship to personal and cognitive development during the first eight years of life. Historical and current theories of play.			
301	PREKINDERGARTEN EDUCATION PRINCIPLES AND PRACTICES	3	F,S	
	<i>Incl Clin Exp. Materials charge optional.</i>			
	Principles and practices of planning, teaching, and evaluating prekindergarten programs. Emphasizes living-learning experiences, activities, materials, and equipment appropriate for children in prekindergarten environments.			
312	URBAN FIELD EXPERIENCE	6	Summer	
	<i>Incl Clin Exp.</i>			
	An off-campus, community-based experience in urban schools, local community agencies and state and private institutions serving youth.			
317	DIAGNOSTIC TEACHING TECHNIQUES IN ELEMENTARY READING AND LANGUAGE ARTS	4	F,S	
	<i>Cone reg in C&I 253 req. Not for grad credit. Offered only at Clin Ctr sites. May incl Clin Exp. Students responsible for transportation to clin sites.</i>			
	Extending, interpreting, and applying reading and language arts principles and skills. Experiences with individual pupils and groups provided.			
318	SCHOOL/COMMUNITY INVOLVEMENT	2-6	F,S	
	<i>Conc reg in C&I 253 or 263 req. Incl Clin Exp. Students responsible for trans to clin sites.</i>			
	Involvement with community programs and schools. Student assumes the role of a volunteer participant under the guidance and supervision of a professor and a designated agency or school representative.			
332	EDUCATION IN THE INNER CITY	3		Summer
	<i>Incl clin exp.</i>			
	Problems of educating students living in inner city. Student characteristics, needed teacher skills and attitudes, instructional materials, techniques, school and community programs.			
333	JUNIOR HIGH/MIDDLE SCHOOL	3		F,S,Summer
	Philosophy, functions, curricula of early adolescent education as implemented in junior high/middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools.			
390	JUNIOR HIGH/MIDDLE SCHOOL CURRICULUM	3		F,S
	<i>Incl Clin Exp. Adm to Teacher Ed; C&I 233; 2.5 major GPA req.</i>			
	Methods and materials for teaching-learning experiences at this school level; instructional strategies; classroom management; guidance techniques; and pupil evaluation.			
395	CURRICULAR DESIGNS, EVALUATION AND PROBLEMS IN EARLY ADOLESCENT EDUCATION	3		F,S
	<i>Incl Clin Exp.</i>			
	Curriculum designs, principles of curriculum development, and problems encountered by practitioners in early adolescent education.			
398	PROFESSIONAL PRACTICE: SCHOOL/COMMUNITY INVOLVEMENT	2-6		
	EDUCATIONAL ADMINISTRATION AND FOUNDATIONS (EAF)			
331	DeGarmo Hall, (309) 438-5422			
	<i>Acting Chairperson: Ronald Laymon.</i>			
	<i>Tenure/Tenure-track Faculty: Distinguished Professor: Hickrod. Professors: Baker, Franklin, Halinski, Hines, Laymon, McCarthy, Nelson, Riegle, D. Strand, K. Strand, Thomas. Associate Professors: Arnold, Berg, Eisele, Padavil, Stockman. Assistant Professors: Klass, Michael, Mogilka, O'Connell.</i>			
	<i>Other Faculty: Instructional Faculty: Assistant Professor: Kazmi. Lecturers: Chaudhari, Jackson, Pancrazio, Yates.</i>			
	Educational Administration and Foundations Courses			
	The Department of Educational Administration and Foundations offers courses at the undergraduate level to facilitate teacher education programs. For a complete description of the department's graduate program and offerings, consult the <i>Graduate Catalog</i> .			

Educational Administration and Foundations Courses

The Department of Educational Administration and Foundations offers courses at the undergraduate level to facilitate teacher education programs. For a complete description of the department's graduate program and offerings, consult the *Graduate Catalog*.

228 SOCIAL FOUNDATIONS 3 F,S
Education as a social process and function, social origins of contemporary educational problems.

231 INTRODUCTION TO PHILOSOPHY OF EDUCATION 3 F,S
May incl Clin Exp.

Philosophical inquiry into educational policies and practices.

235 HISTORICAL FOUNDATIONS 3 F,S

Inquiry into the history of American public schooling.

326 SELECTED TOPICS IN THE PHILOSOPHY OF EDUCATION 1-3 S
EAF 231 or upper level PHI course or cons inst req. May be repeated.

331 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION 3 F,S
C&I 300 or 301 req.

Emphasis given to major events and theories having an impact on Early Childhood Education in its contemporary form.

SPECIALIZED-EDUCATIONAL DEVELOPMENT (SED)

109 Fairchild Hall, (309) 438-5419

Chairperson: Ray E. Eiben.

Tenured/Tenure-track Faculty: Professors: Bowen, Bowren, Caldwell, Eiben, Hemenway, Jones, Lee, Livers, Meyering, Miller, Morreau, Rex, Stearns, Tucker. Associate Professors: Baker, Bruyere, Curtis, Heiny, Lian, McCarty-Warren, Smith. Assistant Professors: Assaf-Keller, Coe, Crowley, Lartz, Livingston, Noyes, Stephens, Wheeler.

Other Faculty: *Instructional Faculty:* Assistant Professor: Black. *Visiting Faculty:* Professor: Bommarito. *Faculty Fellow:* Professor: Bauer. *Lecturers:* Almeida, Buscher, Carney, Daidone, Fulk, Gottlieb, Groves, Hubbard, Jun, Kaniecki, Litchfield, Owen, Prendergast, Sessions, Washer, Weddig, Welter.

Special Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

Admission to Special Education Programs: The undergraduate program in Special Education is a selective admission program with a limited number of students admitted to each of the sequences and to the General Special Education category. Students desiring to be admitted to the Special Education Program must be admitted to a sequence. For a limited number of students who are unsure of the category of handicapped individuals with whom they wish to work, there is a General Special Education category. All Special Education undergraduates must have declared a sequence before admission to Teacher Education or no later than the fall semester of their junior year. An overall grade point average of 2.5 is required for admission to Special Education.

Students desiring to change their major to Special Education should follow the procedures described in this catalog. Changes in major or sequence will be approved only if there are openings in the sequence the student desires to enter.

Professional Requirements Applicable to All Special Education Programs: All students in Special Education complete 22 to 40 hours in Professional Requirements, specified for each sequence below, in addition to the

requirements for their specific sequence. Students in STT 399 (Student Teaching) receive 15-16 hours of credit dependent upon the Special Education Sequence in which they are enrolled. Undergraduates in Special Education must be admitted to Teacher Education prior to enrolling in the following courses: SED 224, 245.01, 245.03, 245.04, 245.06, 245.07, 325, 326, 345, 346, 349, 350, 351, 354, 355, 356, 357, 358, 359, 372, and 385.

SPECIAL EDUCATION MAJOR

Deaf and Hard of Hearing Sequence: Sequence Requirements: 44 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101; BSC 181, 182; ENG 170 or COM 306 or 307; ENG 241 or 243 or 341; SED 330, 353, 354, 355, 359; PAS 211, 272, 350, 351. Professional Requirements: 40 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 232, 334, 346; SED 145, 220; STT 399 (15 hours). Of the 15 hours of STT 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 354, 355, and 359. Grade of C or higher in SED 330, 331, 353, 354, 355, 359 required before student teaching.

Learning and Behaviorally Disordered Sequence: Sequence Requirements: 45 hours in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ENG 104 or 105 or 106 or 107 or 110 or 122 or 130 or 150 or 160 or 165 or 250 or 251; at least 6 hrs of MAT electives; PSY 234, 247; PAS 115; C&I 270 or 390; SED 220, 221, 223, 224, 301, 363, 370, 380; 6 hrs req from: ART 101, 207; COM 240, 306, 307; C&I 110, 232, 354; ENG 170, 271, 272; HEC 310; HPR 222, 225, 349, 358, 359, 370, 372, 374, 386; MUS 371; PSY 333, 360; SAS 323, 365; SED 109, 313, 314, 315, 360. Professional Requirements: 30 hrs including C&I 210; EAF 228 or 231 or 235; SED 145, 245.06, 245.07; STT 399 (15 hrs). Of the 15 hrs of STT 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the secondary level. Admission to Teacher Education is required prior to enrollment in SED 224, 245.06, 245.07, and 363. A grade of C or higher in PSY 247; SED 221, 223, 224, 245.06, 245.07, 301, 363, 370 required before student teaching.

Mentally Handicapped, Educable Sequence: Sequence Requirements: 45 hours in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ENG 104 or 105 or 106 or 107 or 110 or 122 or 130 or 150 or 160 or 165 or 250 or 251; at least 6 hrs of MAT electives; PSY 234; PAS 115; C&I 270 or 390; SED 220, 221, 223, 224, 301, 343, 363, 370, 380; 6 hrs req from: ART 101, 207; COM 240, 306, 307; C&I 110, 232, 354; ENG 170, 271, 272; HEC 310; HPR 222, 225, 349, 358, 359, 370, 372, 374, 386; MUS 371; PSY 333, 360; SAS 323, 365; SED 109, 313, 314, 315, 360. Professional Requirements: 30 hours including C&I 210; EAF 228 or 231 or 235; SED 145, 245.06, 245.07; STT 399 (15 hrs). Of the 15 hours of STT 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the secondary level. Admission to Teacher Education is required prior to enrollment in SED 224, 245.06, 245.07, and 363. A grade of C or higher in SED 221, 223, 224, 245.06, 245.07, 301, 343, 363, 370 required before student teaching.

Mentally Handicapped, Trainable Sequence: Sequence Requirements: 37-39 hours required in addition to Professional Education requirements. Part of entitlement program leading to certification: Special K-12. Required

courses: SED 145, 244, 245.02 (3 hours), 245.03 (1 to 3 hours), 313, 314, 315, 343, 345, 370, 372, 373, 380; HPR 382; PAS 115. Professional Requirements: 22 hours including C&I 210; EAF 228 or 231 or 235; STT 399 (16 hours), with 8 hours at the elementary level and 8 hours at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 345 and 372. Grade of C or higher in SED 244, 245.02, 245.03, 343, 345, 372 required before student teaching. A concentration in the education of the Severely/Profoundly Handicapped is available with the approval of the student's SED adviser.

Physically Handicapped Sequence: Sequence Requirements: 41 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182, 183, 381; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245.01, 301, 349, 385; PAS 115. Professional Requirements: 34 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 220, STT 399 (16 hours). Of the 16 hours in STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 349 and 385. A grade of C or higher in SED 245.01, 349, 385 required before student teaching.

Visually Handicapped Sequence: Sequence Requirements: 63 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182, 382; BEA 108 or Proficiency Examination; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245.04, 301, 325, 326, 350, 351, 352, 356, 357, 358; PAS 115. Professional Requirements: 27 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 220, STT 399 (16 hours). Of the 16 hours in STT 399, 8 hours must be at an elementary level placement and 8 hours must be at a junior high/secondary level placement. Admission to Teacher Education is required prior to enrollment in SED 245.04, 325, 326, 350, 351, 356, 357, and 358. A grade of C or higher in SED 245.04, 350, 351, 352, 356, 357, 358 is required for student teaching.

Concentration in Criminal Justice Science: A B.A. or B.S. in Education with a concentration in Criminal Justice Sciences requires completion of the Special Education major in Learning and Behavioral Disorders, or the Educable Mentally Handicapped entitlement sequence plus twelve hours in the Department of Criminal Justice Sciences as determined by the advisement process.

MINOR IN READING For Teacher Education

— 24 hours required, including 12 hours in reading, 3 hours in measurement, and 9 hours of directed electives. Note: 12 hours in reading in categories designated by the State of Illinois, a literature course appropriate to the teaching level, and an additional approved reading course must be completed to meet the requirements of the Illinois State Board of Education Document Number One.

— Required courses:

Reading (12 hours) including 3 hours selected from C&I 200, 251, 220; 6 hours selected from SED 301, 304, 305, and 306, and 3-4 hrs from SED 302 or C&I 317.

Measurement (3 hours) selected from C&I 250, 251, 252, EAF 270, PSY 234, 334.

Directed electives (9 hours) including 3 hours selected from C&I 210, 250, 251, 252, PSY 112, 215; 3 hours selected from ENG 241, 243, 245, 310, and 341; and an additional 3 hours selected by student with approval of faculty adviser from any of above listed courses.

Specialized Educational Development Courses

109 HELPING RELATIONSHIPS 3 F,S

Development of human relations skills used in interpersonal communication, includes 2 hours lecture and 2 hours laboratory.

145 INTRODUCTION TO SPECIAL EDUCATION 3 F,S

Incl Clin Exp.

Provides survey of all areas in special education related to services for handicapped individuals.

220 READING METHODS 3 F,S

C&I 210 or PSY 215 req. Not for credit if in Elem Ed Core Program. Incl Clin Exp.

Instruction in, observation of, use of materials and techniques in teaching word recognition (including phonics), comprehension, and critical reading.

221 FUNDAMENTALS OF TEACHING SPECIAL EDUCATION 3 F,S

SED 145 req. Maj only or cons dept chair req. Incl Clin Exp. Students responsible for trans to clin sites. Materials charge optional.

Introduction to teaching in special education including legal aspects, structure of services, roles of the teacher, background knowledge in classroom management/remediation.

222 SURVEY OF READING DIAGNOSIS 3 F,S

C&I 251 or SED 220 req., ED or PSY measurement rec. Incl Clin Exp.

Presents survey and diagnostic standardized reading tests and informal reading inventories as means of reading diagnosis with recommendations for instruction.

223 EDUCATIONAL ASSESSMENT OF MILDLY HANDICAPPED (LD/BD/EMH) STUDENTS 3 F,S

PSY 234 req. Maj only or cons dept chair req.

Techniques for gathering, analyzing and utilizing assessment data to develop individualized educational programs for mildly handicapped children and youth.

224 CURRICULUM AND METHODS FOR TEACHING MILDLY HANDICAPPED (LD/BD/EMH) STUDENTS 6 F,S

SED 221, 223, 301, 370, and C&I 270 or 390 req. Conc reg in SED 245.06, 245.07, 363. Majors only or cons dept chair req. Materials charge optional. Adm to Teacher Ed req. Part of the field-based programs offered in Bloomington/Normal, Peoria, and Gurnee, Il. Students must provide own trans to field sites. An application must be filed for acceptance to one of the field-based programs.

Curriculum and materials for teaching academic and social skills; direct and systematic instruction, evaluation/adaptation of materials and media.

244 CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED 3 F

Analysis of curricular approaches, areas and levels as related to characteristics and needs of trainable mentally handicapped individuals.

245 FIELD WORK IN SPECIAL EDUCATION 1-6 F,S,Summer
May be repeated. Includes clin exp. Students responsible for trans to clin sites.
 Supervised clinical experiences in special education programs in schools, clinical facilities, community agencies, residential institutions. Topic .01 Physically Handicapped; Topic .02 Intro TMH & S/P HC; Topic .03 Educ of TMH; Topic .04 Visually Hand (Adm. to Teacher Ed. req.); Topic .05 Educ of S/PHC; Topic .06 EMH; Topic .07 LD/BD; Topic .08 Hearing Impaired.

301 LABORATORY READING METHODS 3 F,S
SED 220 or C&I 251 or cons dept Chair req. Incl Clin Exp.
 Supervised clinical experiences in diagnosis and instruction for elementary and junior high school students experiencing reading problems. May include off-campus clinical experiences. Students responsible for transportation to clinical sites.

302 ADVANCED READING METHODS 3 F
SED 220 or C&I 251 or cons inst req.
 Practical problems using group evaluation. Techniques in selecting reading materials in elementary classrooms. Integrates reading with skill development activities.

304 READING DEVELOPMENT: EARLY ELEMENTARY 3 F,S
C&I 251 or SED 220 or 306 req. Incl Clin Exp.
 Extension and integration of the concepts and skills utilized in teaching reading and other subjects in the early elementary years.

305 PRE-FIRST GRADE READINESS FOR READING 3 F,S
Core II or cons inst req. Incl Clin Exp.
 Enables students to present pre-reading and beginning reading skills to pre-first grade children. A practicum experience is provided.

306 READING DEVELOPMENT FOR EARLY ADOLESCENCE 3 F,S
One section may be designated for Junior High/ Middle School maj only. Incl Clin Exp.
 Provides the junior high/middle school person with knowledge, skills, and abilities to work with the developmental reading growth of early adolescents. A practicum experience is provided.

313 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH VISUAL DISABILITIES 1 F
Not for credit to students specializing in Visually Handicapped. Incl Clin Exp.
 Implications of visual disabilities for the individual in educational, travel, vocational and other settings.

314 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES 1 F
Not for credit to students specializing in Physically Handicapped. Incl Clin Exp.
 Implications of physical disabilities for the individual in educational, travel, vocational, and other settings.

315 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH HEARING DISABILITIES 1 F
Not for credit to students specializing in Hearing Disabilities. Incl Clin Exp.
 Implications of hearing disabilities for the individual in educational, travel, vocational, and other settings.

325 MICROCOMPUTER APPLICATIONS FOR TEACHERS OF VISUALLY HANDICAPPED INDIVIDUALS 2 S,Summer
SED 352, 356; or cons inst req. Materials charge optional.
 Equipment and programs utilizing current technology for microcomputer-assisted interactive instruction and transcription of materials for blind, low vision, and visually limited individuals.

326 BRAILLE WORD PROCESSING 1 S,Summer
SED 352, 356; or cons inst req. Materials charge optional.
 Paperless braille word processing hardware as a stand-alone system and interfaced with braille embossers, ink-print printers, other peripherals; use of Grade 2 transcription.

330 THE LANGUAGE OF SIGNS AND FINGERSPELLING 2 F,S
Lab req.
 Beginning course in developing expressive and receptive skills in sign language and fingerspelling.

331 CONVERSATIONAL SIGN LANGUAGE 2 F,S
SED 330 req.
 Advanced course in sign language including signed English vocabulary, conversational sign, and sign linguistics.

343 MENTAL RETARDATION 3 F,S
Medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects.

345 EDUCATION OF THE TRAINABLE MENTALLY HANDICAPPED 3 F,S
SED 244 or 445, and 343 or conc reg req. Conc reg in appropriate clinical experience (SED 245.03 or 431) or cons inst req. Adm to Teacher Ed req. Includes off-campus clin exper. Students responsible for trans to clin sites. Materials charge optional.
 Classroom organization strategies, teaching methods and materials for curriculum content areas across the psychosocial, applied and cognitive domains for TMH individuals from birth through adulthood.

346 EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED 4 F,S
SED 343 or cons dept chair req. Incl Clin Exp. Adm to Teacher Ed req. Students responsible for transportation to clinical sites. Materials charge optional.
 Objectives, curriculum, and methods for teaching educable mentally handicapped individuals.

349 EDUCATIONAL DIAGNOSIS AND TEACHING OF THE PHYSICALLY HANDICAPPED 4 S
SED 385 or cons inst req. Conc reg in appropriate clin exp (245.01 or 431.61). Adm to Teacher Ed req.
 Application of educational diagnosis to educational programming and teaching of physically handicapped individuals.

350 INTRODUCTION TO VISUAL HANDICAPS 3 F
SED 145 or cons dept chair req. Incl Clin Exp. Adm to Teacher Ed req.
 Nature and needs of the visually handicapped, infants to adults.

351 EDUCATION AND ASSESSMENT OF THE VISUALLY HANDICAPPED 3 F
SED 350 and 356, or cons dept chair req. Incl Clin Exp. Adm to Teacher Ed req. Students responsible for transportation to clinical sites.

Application of educational diagnosis to educational programming and instruction of visually handicapped individuals.

352 BRAILLE READING AND WRITING 3 S
BEA 108 or proficiency in typing, or cons dept chair req. Materials charge optional.

Preparation in reading and writing using the Braille Literary Code. Includes an introduction to Braille Textbook Format.

353 EDUCATION OF THE DEAF 2 F,Su
SED 145 or cons dept chair req. Incl Clin Exp.

Psychological, social, historical, and educational problems relating to education of the hearing impaired.

354 THE TEACHING OF SPEECH TO THE DEAF 4 F,S
SED 355, PAS 211 or cons dept chair req. Incl Clin Exp. Adm to Teacher Ed req.

Principles and techniques of developing and teaching speech to hearing impaired students at all school levels.

355 THE TEACHING OF LANGUAGE TO THE DEAF 4 F,S
SED 330, 353 or cons dept chair req. Incl Clin Exp. Adm to Teacher Ed req.

Principles and techniques of teaching language to hearing impaired students at all school levels.

356 COMMUNICATION SKILLS FOR THE VISUALLY HANDICAPPED 3 S
BEA 108 or typing proficiency, and SED 352 req. Adm to Teacher Ed req. Materials charge optional.

Preparation in reading and writing using Nemeth Code in teaching mathematics and communication skills to visually handicapped individuals.

357 ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS 2 F
Adm to Teacher Ed req.

Practicum in basic daily living skills and rudimentary mobility techniques.

358 READING BY BRAILLE AND OPTACON 3 F
SED 220, 352 req. Includes lab. Not for grad cr. Adm to Teacher Ed req.

Development of competencies to teach reading to the blind. Instructional techniques, materials, Optacon equipment emphasized.

359 THE TEACHING OF READING AND SCHOOL SUBJECTS TO THE DEAF 4 F,S
SED 355 req. Incl Clin Exp. Adm to Teacher Ed req.

Teaching reading to hearing impaired students at all school levels, with practicum in reading and other core subjects.

360 SCHOOL COUNSELING 3 F,S
 Backgrounds, philosophy, and services in school counseling programs. Conceptual models emphasize educational, developmental, and preventive approaches to planned change.

361 STUDENT PERSONNEL WORK IN HIGHER EDUCATION 3 F,S
 Fundamental concepts, organization, and administration of higher education student personnel work. The student personnel worker as a facilitator in the changing educational scene.

362 BASIC SKILLS IN COUNSELOR EDUCATION 3 F,S
Lecture and lab.

Introduction to, and laboratory practice in, the basic procedures and skills of counseling.

363 FAMILY COUNSELING 3 F,S
 Theories and techniques of child-management, consultation procedures, parent and family education, and counseling.

370 INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED 3 F,S
 Procedures for determining individual behavioral needs, designing instructional sequences, implementing behavior change programs, and evaluating effects of programs for disabled individuals.

372 EDUCATIONAL DIAGNOSIS OF SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS 3 S
Adm to Teacher Ed req. Incl Clin Exp.

Application of diagnostic skills to the assessment of severely and profoundly handicapped individuals, designing individualized programs, and evaluating client progress and program effectiveness.

373 SPECIAL EDUCATIONAL INTERVENTION WITH PARENTS OF HANDICAPPED INDIVIDUALS 3 S
C&I 210, a teaching methods course, or equiv req.

Theoretical and practical aspects of providing special educational intervention to parents of handicapped learners.

374 EDUCATIONAL ASSESSMENT OF THE PRESCHOOL HANDICAPPED CHILD 3 F,S
SED 145 or cons inst req.

Techniques and issues involved in gathering, analyzing and synthesizing data for developing and monitoring individualized educational programs for preschool handicapped children.

380 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3 F,S
Also offered as IT 307. Materials charge optional.

Diagnosis and instruction of exceptional students who are placed in occupational education. Synthesizing employment and education for exceptional students.

385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F
BSC 381 or HPR 282 req. Also offered as HPR 385. Lecture and lab. Incl Clin Exp. Adm to Teacher Ed req.

Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.

UNIVERSITY-WIDE TEACHER EDUCATION PROGRAM REQUIREMENTS

This section of the catalog provides information needed by students in teacher education programs. Students seeking

further information or clarification on information presented here should contact the Office of Clinical Experiences and Certification Processes (CECP) or the Assistant Dean in the College of Education, both located in DeGarmo Hall. Information pertaining to requirements for admission to teacher education and matters related to certification in ISU programs is provided to all teacher education majors by the CECP office.

Each student who completes a bachelor's degree program in an approved teacher education program, and who is recommended for certification by the Dean of the College of Education as having completed all requirements (general education, professional education, and field of study or area of specialization) is eligible to apply for a teaching certificate in the State of Illinois. When a student has completed all of the requirements for a degree, including a recommendation from the Dean of the College of Education, the Evaluation Office at Illinois State University will send to the student the documentation necessary to apply for the appropriate Illinois Teaching Certificate. In order to satisfy Illinois certification requirements, all candidates must pass a test of basic skills (reading, writing, grammar, and mathematics) and a subject matter knowledge test administered by the Illinois State Board of Education. These tests may be taken prior to completion of certification program requirements.

Students who have already completed one or more non-teaching degrees and now seek admission to teacher education are advised to seek admission to the University as a candidate for a second bachelor's degree. Subsequent transcript analysis may determine that a second degree is not required. In this instance, the student who received a degree from a state teacher education approved institution will be allowed to complete the requirements for certification without completing the requirements of the second bachelor's degree. Students are advised that the teacher education certification requirements provided here are for Illinois and that they should check certification requirements for other states if they desire to be certified for teaching elsewhere.

Students who complete a bachelor's degree program in teacher education at Illinois State University also have their transcripts stamped, *Student has completed a state and NCATE approved program in teacher education.* (NCATE is the National Council for Accreditation of Teacher Education). This statement indicates that the program has received state approval and national accreditation. This status usually makes it easier to obtain a teaching certificate in another state. NOTE: Experienced teachers may be eligible for certificates from the Illinois State Board of Education by transcript evaluation. This certificate is not associated with an NCATE program, does not have the endorsement of the institution granting the course credit, and is not as readily recognized by other states.

Students interested in completing a teacher education program at Illinois State must (1) be admitted to teacher education, (2) complete general education and professional education requirements including a minimum of 100 clock hours of approved pre-student teaching clinical experiences, field of study or area of specialization coursework appropriate to the early childhood education, elementary, junior high school, high school, special K-12, or special education curriculum, (3) successfully complete student teaching or practicum, (4) have a 2.50 overall GPA in all work taken at Illinois State, and (5) be recommended for certification by the Dean of the College of Education.

To receive an Illinois teacher's certificate, an individual must be a U.S. Citizen or have a Declaration of Intent for citizenship.

Council for Teacher Education

Five colleges of Illinois State University offer bachelor degree programs that lead to teacher certification in the State of Illinois. These five colleges include the College of Applied Science and Technology, the College of Arts and Sciences, the College of Business, the College of Education, and the College of Fine Arts. The Council for Teacher Education is responsible for developing policies for teacher education and for providing avenues of communication among all of the areas of the University concerned with teacher education. The Dean of the College of Education serves as the University's certification officer and is responsible for maintaining the relationship between campus programs and state certification officials.

Admission-Retention Program

The following policies concerning admission-retention in teacher education apply to all students pursuing teacher education programs in any department of any college of the University.

The Office of Clinical Experiences and Certification Processes administers the procedures for admission to teacher education based upon eligibility requirements established by the Council for Teacher Education. Additional departmental and academic major requirements for admission to teacher education may be established by departments with approval of the Council for Teacher Education. A student should obtain information about departmental and academic major requirements from the department of the student's major field.

Admission Program

Eligibility for Admission to Teacher Education:

- a. Students, including those who transfer to Illinois State, must be registered in an education major or sequence as identified in this catalog.
- b. Application for admission to teacher education should be made after the completion of 45 hours, at least 12 of which must be graded hours earned at Illinois State University.
- c. Students must meet the grade point average requirements for admission to teacher education described below at the time of admission and must maintain the average for the remainder of the program. A student must have an Illinois State University cumulative grade point average of 2.50 or higher for all undergraduate credit. Most programs also require a 2.50 or higher grade point average in courses taken at ISU which fulfill the requirements of the major including all professional education courses when professional education courses are listed separately in the catalog. Students should check with their major departments regarding specific grade point average requirements for admission to teacher education.
- d. A student must demonstrate written communication skills in one of the following ways:
 - (1) The student must have earned a C or higher in English 101 at Illinois State.
 - (2) The student must have earned a C or higher in an equivalent English course taken at another university as approved by Illinois State.
 - (3) The student passes the English proficiency exam given by the Department of English at Illinois State.
- e. A student must demonstrate oral communication skills in one of the following ways:

- (1) The student must have earned a C or higher in COM 110 at Illinois State.
- (2) The student must have earned a grade of C or higher in an equivalent Speech course taken at another university as approved by Illinois State.
- f. A student must satisfactorily pass a speech check conducted by the Department of Speech Pathology and Audiology.
- g. A student must pass a basic skills test in reading, writing, and mathematics. (A fee is assessed.)
- h. A student must satisfy criteria for departmental approval for admission to teacher education.

Procedures for Admission: The Office of Clinical Experiences and Certification Processes schedules meetings during the Fall and Spring Semesters for teacher education majors with 45 or more semester hours for the purpose of completing the application form for admission to teacher education. Students who do not attend these meetings must contact the CECP Office as soon as they have completed 45 hours. Students should check with the major department regarding specific departmental procedures and requirements for admission to teacher education. Additionally, students may be requested to complete the following:

- a. Interviews: All students should be available for interviews upon request.
- b. Entrance, Psychological, or Aptitude Exams: Students may be requested to take certain examinations for the purpose of assessing potentiality for teacher preparation and educational careers.

After application forms have been checked, students will receive formal written notification from the CECP Office as to their admission or non-acceptance into the program. Students who are denied admission to teacher education or student teaching may file a petition for a hearing. Specific information regarding procedures for a hearing in accordance with the University's *Student Rights and Responsibilities* and with the policies of the Council for Teacher Education may be obtained in the Office of Clinical Experiences and Certification Processes.

Retention Program

Students are required to maintain the qualification requirements for admission to teacher education from the point of admission to the point of certification.

Admission to teacher education is a prerequisite for enrollment in certain courses of the program. The prerequisite is listed in this catalog for each of the specified courses, and a complete listing is available from the Office of Clinical Experiences and Certification Processes.

A student will not be assigned to student teaching unless he/she has been formally admitted to teacher education and all stipulated prerequisites for student teaching have been satisfied.

Approved Teacher Education Programs

The list below includes all undergraduate teacher education programs approved by the State of Illinois and the National Council for Accreditation of Teacher Education (NCATE).

Early Childhood Education (This certificate extends through Grade 3).

Elementary: (K-9) Elementary Education; Middle School/Junior High School.

Secondary (6-12): Agriculture; Biological Sciences; Business Education; Chemistry; Dance; English;

French; Geography; German; Health Education; History (only); Home Economics; Industrial Education; Mathematics; Physical Education; Physics; Social Science (including History); Spanish; Speech Communication; Theatre.

Special (K-12): Art; Music; Physical Education; Blind and Partially Seeing (Visually Handicapped); Deaf and Hard of Hearing; Educable Mentally Handicapped (Mentally Handicapped-Educable); Learning Disabilities-Social/Emotional Disorders (Learning and Behaviorally Disordered); Physically Handicapped; Speech and Language Impaired (Speech Pathology-Graduate Level)*; Trainable Mentally Handicapped (Mentally Handicapped-Trainable).

*Students in the Speech and Language Impaired program may take appropriate course work and enroll for student teaching at the undergraduate or graduate level, but State of Illinois certification is only given at the successful completion of the master's degree.

NOTE: Teaching certificates are available at the graduate level for reading and all areas of special education. Graduate level programs are also available for counseling, school psychology, and school administration.

All students enrolled in the University's approved teacher education programs should read carefully the High School, Special K-12, Junior High School, Elementary, Early Childhood Education, or Special Education section below for professional education requirements (including a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching) and *Field of Study or Area of Specialization (Major/Minor) requirements*. Students must also complete the appropriate general education requirements.

Teacher Education Major and Minor: Teacher education majors may graduate with one major or any combination of majors and minors of their choice, unless restricted by department policy as stated in the Catalog. The following Teacher Education majors also require an education minor: Dance, Geography, Health, and Theatre. A teacher education major who meets all requirements for certification may also complete requirements for other majors or minors offered in the University and have them listed on his or her transcript.

General Education

To meet requirements of the Illinois State Board of Education, all teacher education programs must include a component of general education. Those requirements are outlined below for each of the two groups of certificates. Each student seeking a certificate will have the program of studies evaluated for completion of these requirements. The list of courses which meet the requirements can be reviewed at the Academic Advisement Office or from a department adviser for teacher education. The student who completes the ISU University Studies requirements is encouraged to work closely with an academic adviser in determining the appropriate selection of courses to avoid unnecessary duplication of coursework. Completion of University Studies does not ensure that the requirements for certification have been met.

Early Childhood and Elementary: Majors in Early Childhood Education, Elementary Education, and Junior High Education must complete the following 71-hour general education requirements, as specified by the State of Illinois, for their respective teaching certificates:

1. Communication Skills (9 hrs): 3 hours of oral communication (COM 110 or equivalent) and 6 hours of

written communication (ENG 101 and ENG 145 or equivalent).

2. Mathematics and Science (18 hrs): 6 hours of mathematics (MAT 151 and 152 or 202 or equivalent); and 12 hours of biological and physical sciences, including one laboratory course.
3. Humanities* (15 hrs): 3 hours of American history**; 3 hours of English and 9 hours of history**, English, literature, foreign language, fine arts (art, music, theatre), linguistics, and/or philosophy. **NOTE:** For Early Childhood Education the *specific* 3 hours of English is not required and the total hours of Humanities is 12.
4. Social Science* (9 hrs): 3 hours of American government (POS 105 or equivalent); and 6 hours of political science, anthropology, cultural geography, economics, psychology, and/or sociology. **NOTE:** For Early Childhood Education the total social science requirement is 12 hours and 3 hours of American government is required.
5. Health and Physical Development (2 hrs): 2 hours of health and/or physical development.
6. Additional Study (18 hrs): Additional study in one discipline chosen from the disciplines listed in 2, 3, and 4 above which includes a minimum of 9 hours of upper-division coursework.

TOTAL of 71*** hours.

High School and Special: The following 47 hours of general education requirements, as specified by the State of Illinois, apply to individuals seeking a Standard Special K-12 teaching certificate or a Standard High School 6-12 teaching certificate. See the sections on each certificate for a list of teacher education majors available at ISU.

1. Communication Skills (9 hrs): 3 hours of oral communication and 6 hours of written communication.
2. Mathematics and Science (12 hrs): 3 hours of mathematics; and 9 hours of biological and physical sciences, including one laboratory course.
3. Humanities* (12 hrs): 3 hours of American history**; and 9 hours of history**, English, literature, foreign language, fine arts (art, music, theatre), linguistics, and/or philosophy.
4. Social Science* (12 hrs): 3 hours of American government; and 9 hours of political science, anthropology, cultural geography, economics, psychology, and/or sociology.
5. Health and Physical Development (2 hrs): 2 hours of health and/or physical development.

TOTAL of 47*** hours. (Hours of credit counted for the purpose of meeting general education requirements may also be counted for the certification major field of specialization.)

*At least one 3 hour course must be taken in non-western or third world cultures from either the humanities or social science.

**Courses in American history or history may be applied toward meeting either the humanities or the social science requirements.

***In addition to hours of credit awarded, acceptance of competencies equivalent to the hours of credit prescribed will be counted if officially recorded on a college or university transcript.

Early Childhood Education (Grades K-3)

Candidates completing the Early Childhood Education major will earn a certificate for teaching in pre school through grade three. To complete the requirements for this certificate, the student must complete (1) the general education requirements for an early childhood certificate

and (2) the professional education requirements for the Early Childhood Education major. The requirements for general education are listed in the section above for Early Childhood Education certification. Students should work closely with an adviser in selecting courses which will meet the requirements of University Studies and general education for certification. Professional education requirements are provided in the Department of Curriculum and Instruction section of this catalog. Students will also complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching STT 399.

Elementary School (Grades K-9)

Candidates completing the Elementary Education major will earn a certificate for teaching in kindergarten through ninth grade. The student may also elect to complete requirements for one or more endorsements to teach upper-level elementary/junior-high school subjects. To complete the requirements for this certificate, the student must complete (1) the general education requirements for an Elementary certificate and (2) the professional education requirements for the Elementary Education major. The requirements for general education are listed in the section above for Elementary Education certification. Students should work closely with an adviser in selecting courses which will fulfill the requirements of University Studies, general education for certification, and the optional endorsement. Professional education requirements are provided in the Department of Curriculum and Instruction section of this catalog. Students will also complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching STT 399. Requirements for endorsements are available in the Office of Academic Advisement and from departmental advisers. Endorsements to the certificate are required in order to teach departmentalized courses in the upper elementary, middle-school, or junior-high schools.

Junior High/Middle School (Grades K-9)

Candidates completing a Junior High/Middle School major will earn a certificate for teaching in kindergarten through ninth grade with two or more endorsements to teach upper-elementary/junior-high school subjects. To complete the requirements for this certificate, the student must complete (1) the general education requirements for an Elementary certificate, (2) the professional education requirements for the Junior High School major, and (3) field of study requirements. The requirements for general education are listed in the section above for Elementary Education certification. Students should work closely with an adviser in selecting courses which will meet the requirements of University Studies, general education for certification, and the field of study. Professional education requirements are provided in the Department of Curriculum and Instruction section of this catalog.

Students in the program may prepare themselves to teach in any of the subject areas of the junior high/middle school: language arts, science, social studies, health, physical education, mathematics, industrial arts, home economics, art, music, reading. See the description for the Junior High/Middle School program in the Curriculum and Instruction section of this catalog. Students should confer with their academic advisers when selecting courses in the areas of concentration so that such courses may enable them to meet the Illinois State Board of Education requirements for endorsements. A certificate must be endorsed in order to teach junior-high and departmentalized upper-elementary grades.

High School (Grades 6-12)

Candidates completing a teacher education sequence of a specified major will earn a certificate for teaching grades six through twelve. To complete requirements for this certificate, the student must complete (1) the general education requirements for High School Certificates, (2) the professional education requirements for Secondary Majors, and (3) field of study requirements. The requirements for general education are listed in the section above. Professional education and field of study requirements are listed below.

Professional Education Requirements: Each student preparing to teach at the high-school level (6-12) must complete the following program: PSY 215 (3 hours); C&I 200.01 (2 hrs) and 200. 02 (2 hrs), or 216 (4 hrs); C&I 200.03 (2 hrs); C&I 200.04 (2 hrs); EAF 228 or 231 or 235 (3 hours); a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching; Student Teaching 399. Courses to meet professional education requirements may not be taken for credit/no credit. Special methods courses are listed as part of the major.

Field of Study Requirements: The student must complete a teacher education sequence of a specified major to earn a 6-12 teaching certificate. The approved teacher education major or comprehensive major may be selected from the following programs which are described in detail in the undergraduate field of study section of the catalog. Students who complete an education major in Dance, Geography, Health, or Theatre must also complete an education minor from the list below. Education minors or a second major may be elected by any student.

Fields of Study:

Agriculture—Education Major
 Anthropology—Education Minor
 Art Education Minor
 Biological Sciences—Education Major and Education Minor
 Business Education—Education Major and Education Minor
 Chemistry—Education Major and Education Minor
 Dance—Education Major and Education Minor
 Economics—Education Minor
 English—Education Major and Education Minor
 French—Education Major and Education Minor
 Geography—Education Major and Education Minor
 German—Education Major and Education Minor
 Health—Education Major and Education Minor
 History—Education Major and Education Minor
 Home Economics—Education Major
 Industrial Technology Major—Industrial Education Sequence
 Journalism—Education Minor
 Mathematics—Comp. Education Major, Education Major, and Education Minor
 Music—Education Minor
 Philosophy—Education Minor
 Physical Education—Comp. Education Major, Education Major, and Education Minor
 Physics—Education Major and Education Minor
 Political Science—Education Minor
 Psychology—Education Minor
 Reading—Education Minor
 Russian—Education Minor
 Social Sciences—Education Major
 Sociology—Education Minor
 Spanish—Education Major and Education Minor
 Speech Communication—Education Major and Education Minor

Teaching English as a Second Language—Education Minor

Theatre—Education Major and Education Minor
 Traffic and Safety—Education Minor

Students should confer with their academic advisers when selecting courses in the minor area so that such courses may enable them to meet requirements of the Illinois State Board of Education endorsements which must be satisfied in order to teach in high schools in Illinois. Requirements of endorsements are available from department advisers and the Office of Academic Advisement.

Special (Grades K-12)—other than Special Education

Candidates completing a comprehensive major in selected fields of study may earn a certificate for teaching the subjects named therein in all grades of the common school. To complete requirements for this certificate, the student must complete (1) the general education requirements for a High School Certificate, (2) the professional education requirements for K-12 majors, and (3) field of study requirements. The requirements for general education are listed above. Professional education and field of study requirements are listed below.

Professional Education Requirements: Each student preparing to teach at the K-12 level must complete the following courses: PSY 215 or C&I 210 (3 hours); C&I 200.01 (2 hrs) and 200.02 (2 hrs), or 216 (4 hrs); 200.03 (2 hrs); C&I 200.04 (2 hrs); EAF 228 or 231 or 235 (3 hours); minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites; Student Teaching 399. Students enrolled in Special K-12 programs will be assigned to do student teaching in K-12 sites. Courses to meet the professional education requirement may not be taken for credit/no credit.

Field-of-Study Requirements: The approved teacher education program for students enrolled in the Special K-12 program may be selected from the following programs which are described in detail in the undergraduate field-of-study section in the catalog:

Art—Comp. Education Major.
 Music—Education Major.
 Physical Education—Comp. Education Major, Education Major.
 Speech Pathology—Comp. Education Major (students must have a master's degree in the field to obtain the Illinois Certificate in Speech and Language and the ASHA clinical certificate.)

Students who complete one of the programs above and earn a K-12 certificate may teach only in that area. Students may complete any minor listed for the 6-12 certificate but may not teach in that area until a 6-12 certificate is granted through entitlement or transcript evaluation. Students should confer with their academic advisers when selecting courses in the minor area so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1*. *Document Number 1* minimum requirements need to be satisfied in order to teach in high schools in Illinois.

Special Education (K-12)

Students in Special Education may complete a sequence in any of the following areas: Learning and Behaviorally Disordered, Deaf and Hard-of-Hearing, Mentally Handicapped-Educable, Mentally Handicapped-Trainable, Physically Handicapped, and Visually Handicapped. To ensure full certification, the pattern of preparation should include

general education as described above and the Professional Education and Area of Specialization requirements described in the Specialized Educational Development section of this Catalog.

All students will complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites. Students enrolled in the approved Special Education sequences will be assigned to do student teaching in K-12 sites.

Clinical Experiences in Teacher Education

Observation, participation, studies of individual pupils, simulated teaching, individual field work, student teaching and practicum are included in the program of clinical experiences. The experiences offered prior to student teaching are usually integral parts of specific college courses. Clinical experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and other approved non-school settings. The Office of Clinical Experiences and Certification Processes coordinates all placements for clinical experiences. All students will have a minimum of 100 clock hours of approved pre-student teaching experiences prior to assignment of student teaching; students must provide their own transportation to clinical experience sites. Clinical experiences following student teaching include activities in which the student does additional study or has additional experiences as recommended by the instructor, supervising teacher, or college supervisor.

Requirements for Student Teaching

The following requirements for student teaching apply to all students:

Effective Spring 1990, the minimum requirement in student teaching is full-day for at least 10 weeks (e.g., a minimum of 50 attendance days). All assignments also require 36 clock hours of clinical work for each semester hour of credit (e.g., 10 semester hours—360 clock hours). More clock hours of clinical work are required in Speech Pathology.

The number of semester hours of student teaching or practicum required varies with the student's curriculum. A student does student teaching in his or her field of study. A student must meet all eligibility requirements for student teaching in that major field.

The following requirements must be met prior to participation in student teaching. Students may be removed from the student teaching assignment if at any time these requirements are not met.

1. Approval for student teaching by the Director of Clinical Experiences and Certification Processes (CECP). This approval will include verification of all of the following:
 - a. formal admission to Teacher Education at least one semester prior to the beginning of the student teaching semester;
 - b. successful completion at ISU of at least four semester hours of professional education approved by the appropriate education department and the Director of CECP;
 - c. a minimum of 85 semester hours of college credit earned;
 - d. a minimum cumulative 2.50 GPA for all coursework completed at ISU and a minimum major GPA for all coursework fulfilling major requirements for student teaching. The major GPA will include professional

education courses which may be listed separately in the catalog. Required major GPA's vary according to departmental criteria;

- e. documentation of completion of at least 100 clock hours of approved pre-student teaching clinical experiences;
- f. have on file in the Office of CECP a negative tuberculosis test statement from the University Student Health Service or other medical agency;
- g. if requested, a statement from a physician indicating the student is emotionally capable of completing the duties of a certified teacher;
- h. a written application for student teaching filed in the Office of CECP at least six months prior to the planned student teaching semester;
- i. satisfactory completion of prerequisite courses to STT 399 (listed under University-wide Courses).

2. Approval for student teaching by the student's major department chairperson or designee. This approval will be based on all of the following:
 - a. content knowledge in the student's major area of study (and minor if a minor is required);
 - b. professional knowledge necessary for performing teaching responsibilities;
 - c. performance during the pre-student teaching clinical experiences;
 - d. evidence of personality characteristics and interpersonal skills necessary for working with children and youth;
 - e. completion of all other departmental requirements (see major department for a written statement of any additional requirements.)

Assignment to Student Teaching

The University will assign student teachers to selected schools or clinical centers in Illinois during regular semesters. Personnel of the Office of Clinical Experiences and Certification Processes, in cooperation with the head of the student's major department, make the student teaching assignments and other procedures involved in student teaching. Student teachers are assigned only to classrooms that have regularly employed full time and fully qualified teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher nor usually not to schools that are in his/her home communities or in communities in which she/he is currently residing. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

During this period in the school, the student teacher works with one or more supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers, along with the college supervisors, have responsibility for guiding and evaluating the work of the student teacher. During this experience, the student becomes a member of the school staff and of the community in which he or she is working (co-curricular activities and community affairs are a part of the student teaching experience).

Any student who has a prolonged illness or temporary disability and who is unable to continue in his/her student teaching assignment should consult with the Director of the Office of Clinical Experiences. A clearance from a physician will be required stating that the student is again able to continue in his/her student teaching assignment without any contingencies.

The Director of Clinical Experiences, upon the recommendation of the college supervisor or chairperson of the student's major department, may remove a student from

the assignment or require a student to do additional work and continue student teaching until the student is sufficiently competent to be recommended for certification. Certification is not an automatic procedure. Student teaching assignments begin and end on the dates indicated* in the student's official notice of assignment.

Ordinarily, the student is expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involved in an assignment must receive the prior permission of the Director of Clinical Experiences.



ISU alumna Judith Ivey, two-time Tony award-winning actress, conducts an on-campus workshop for theatre students.

COLLEGE OF FINE ARTS

Dean: Alvin Goldfarb, 116 Center for the Visual Arts. The primary function of the College of Fine Arts and its Departments of Art, Music, and Theatre is to provide professional training in the arts for students preparing to be elementary, secondary, and college teachers and for students desiring professional careers in select areas of the arts. Various areas of concentration in undergraduate and graduate studies, including BA, BS, BFA, BM, BME, MFA, and MM programs and an Ed.D. program in Art, provide comprehensive and flexible curricula for a variety of student talents and interests. The College also provides a cultural environment through the performing and visual arts for the campus, community, and region.

ART (ART)

119 Center for the Visual Arts, (309) 438-5621

Chairperson: Jean C. Rush.

Tenured/Tenure-track Faculty: Distinguished Professor: Gregor. Professors: S.F. Amster, Anderson, Boyd, Butler, Colvin, George, Hanlon, Hartley, Hobbs, Holder, Malone, Moore, Myers, Newby, Rennels, Rush, Salome, Stefl, Steinburg, Towner. Associate Professors: S.H. Amster, Archer, Finch, Fry, Jackson, Kilgo, Knoblock, Suhr, Tannura, Tell, Walter. Assistant Professors: Appel, French, Simpson, Walker, Younger.

Other Faculty: *Instructional Faculty:* Assistant Professors: Richards, Instructors: Anderson, Kessler. *Faculty Fellow:* Professor: Mills. *Lecturers:* Atterberry, Blidnerman, Caldwell, Caster, Connelly, Elfline, Foy, Francois, Guess-Hanson, Kinser, Klonsky, Moe-Kaiser, Morrison, Oblinger, Peck, Pratt, Satkamp, Schaad, Smith, Spooner, Webb.

The Department of Art is accredited in Division I by the National Association of Schools of Art and Design.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Art Programs

Degrees Offered: B.A., B.S.

ART MAJOR

— 37 hours in Art required.

— Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 211, and 309 do not count toward the major.

Comprehensive Sequence

— 55 hours in Art required.

— Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 211 and 309 do not count toward major.

Teacher Education Sequence

— 54 hours in Art required. Part of entitlement program leading to certification: Special K-12.

— Required courses: ART 103, 104, 109, 155, 156, 201, 211, 257, 307, 309 (2 consecutive semesters, starting in

the fall); two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; remaining hours in ART electives. **NOTE:** This program provides for acquisition of knowledge, attitudes, and skills necessary for effective performance as an art teacher or art supervisor.

MINOR IN ART

— 24 hours in Art required.

— Required courses: ART 103, 104, 106, 109, two courses from ART 155, 156, 257; 8 hours of electives in ART. ART 201, 211, and 309 do not count toward minor.

Teacher Education Sequence

— 27 hours in Art required.

— Required courses: ART 103, 104, 106, 109, 309; one course from ART 155, 156, 257; 201, or 211; 8 hours of electives in ART.

Bachelor of Fine Arts (B.F.A.) Art Program

Degree Offered: B.F.A.

B.F.A. ART MAJOR

— 72 hours in Art required.

— Required courses (46 hours): ART 103, 104, 106, 109, 155, 156, 232, 235, 257, 261; two courses selected from ART 224, 228, 240, 255; two courses selected from ART 213, 226, 245; any two 300-level Art History courses.

— 26 additional hours in chosen concentration selected in consultation with the program sponsor. ART 201, 211, and 309 do not count toward this major. Students may apply to the B.F.A. degree program during the sophomore year; the student must submit a portfolio to the Department of Art as part of the admission process of the B.F.A. degree program. Consult the Department of Art for further information on admission to the B.F.A. program in Art. An exhibition of the student's work during the senior year is required of students in the B.F.A. program.

Honors in Art: Art majors and B.F.A. candidates with superior academic records are invited to apply for admission to the Department of Art honors program. Students successfully completing the honors program will receive the designation of honors in art in their field of study upon graduation. The student's official academic transcript and diploma will be so noted.

Admission Requirements: the candidate must:

- Be a declared art major or comprehensive major or admitted to the B.F.A. program with at least 60, and not more than 90, hours of course work completed.
- Have a minimum 3.3 overall university grade point average;
- Have a minimum 3.5 overall Art Department average;
- Submit a letter of recommendation from a faculty member in the student's area of concentration (art education, art history, ceramics, drawing, painting, glass, jewelry, photography, printmaking, sculpture, visual communications, weaving);
- Have demonstrated evidence of leadership by participating in student organizations or entering exhibitions or receiving recognition for written work;

- Submit a letter of application to the Art Department honors adviser.

Art Department Honors Program Requirements: Students admitted into the Art Department honors program will be required to:

- Successfully complete a minimum of three hours of art department honors courses each semester for a total of 12 honors hours prior to graduation (two in-course honors classes; two 299 classes);
- Initiate and complete a research project or honors portfolio under the direction of a faculty member in the student's area of concentration;
- Maintain a 3.3 University grade point average;
- Maintain a 3.5 Art Department grade point average;
- Receive no grade less than B in any Art Department class while enrolled in the program;
- Fulfill the general requirements for participation in the University honors program.

Once admitted to the Art Department honors program, the honors candidate will be advised by the Art Department honors adviser, who must approve the candidate's course of studies each semester.

Art Courses

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

100 INTRODUCTORY ART WORKSHOP 3 US-6 F,S

Not for credit ART maj/min. Materials charge optional.

Creative problem-solving and aesthetic analysis. Art experiences including drawing, painting, printmaking, and sculpturing as well as attending art exhibits.

101 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 2 F,S

Not for credit ART maj/min. Materials charge optional.

Introduction to two-dimensional graphic and craft materials and procedures appropriate for elementary art learning experiences; understanding the developmental stages of child art.

103 VISUAL ELEMENTS 3 F,S

An exploration of the basic elements of design as they relate to composition and expression in graphic form.

104 BASIC DRAWING 3 F,S

Materials charge optional.

Concepts basic to all studio offerings. Emphasis upon making pictorial space and upon development of drawing skills; practice with traditional materials.

106 ART FOUNDATIONS 1 F

Introduces art majors to the diverse opportunities possible in art careers; outlines the requirements and expectations in each instructional area within the art department.

109 BASIC MATERIALS 3 F,S

Materials charge optional.

Use of a variety of materials to explore fundamental three-dimensional design concepts. Introduction to the use of hand tools and power tools.

111 ART FUNDAMENTALS 3 F,S

Primarily for students in HEC. Not for credit ART maj/min. Materials charge optional.

Laboratory experiences in design fundamentals appropriate to visually enhancing everyday living in the home, school, and community.

120 ORIENTAL ART 3 US-8 F,S

Introduction to major movements in the arts of India, China, and Japan, emphasizing painting, sculpture, ceramics, and prints.

125 EXPLORING THE ARTS OF CHINA AND JAPAN 3 S

Also offered as MUS/THE 125.

A general survey of the major fine arts traditions of China and Japan: visual arts, music, and theatre.

150 ART APPRECIATION 3 US-6 F,S

Not for credit ART maj/min.

Survey of Western and non-Western art, introduction to art media, gallery visits, and studio demonstrations.

155 SURVEY OF ART I 3 US-6 F,S

Arts from pre-historic times to end of Medieval period, circa 1400.

156 SURVEY OF ART II 3 US-6 F,S

Arts of the early Renaissance, circa 1400, to the end of the Baroque, circa 1775.

183 PUPPETRY 3 F,S

Also offered as THE 183.

Introduction to the performance art of puppetry and its educational applications: history, staging, and construction and manipulation of hand, rod, and shadow puppets.

201 MEDIA AND TECHNIQUES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS 3 F,S

Art ed maj only; others by cons dept chair. Incl Clin Exp. Materials charge optional.

Media, techniques, and clinical experiences suitable for elementary and junior high schools.

207 ART FOR SPECIAL EDUCATION 3 F,S

ART 101 or cons inst req. For SED students. Incl Clin Exp. Materials charge optional.

Theory and methods of teaching art and craft activities appropriate to the needs of special education classes.

211 MEDIA AND TECHNIQUES FOR SECONDARY SCHOOLS 3 F,S

Art ed maj only; others by cons dept chair. Incl Clin Exp. Materials charge optional.

Media and techniques suitable for secondary school level with emphasis on the sequential development of media and techniques in relation to the maturity and growth of the adolescent.

213 LIFE DRAWING 3 F,S

ART 104 req. Materials charge optional.

Emphasis on anatomy and formal concerns. Human figure as an expressive motif within the tradition of the nude in art.

214 DRAWING COMPOSITION 3 F,S

ART 213 req. Materials charge optional.

Further study of the human figure with emphasis upon representational complexity and a more sophisticated understanding of formal considerations.

221 FESTIVAL DESIGN I 2 F

May be repeated once for credit. Cons inst req.

Insights and application of aesthetic qualities, organizational principles, and procedures inherent in designing a festival.

224 JEWELRY I 3 F,S

Materials charge optional.

Introduction to the tools, techniques, and fabricating process used for creating in metals.

225 JEWELRY II	3	F,S
<i>ART 224 req. Materials charge optional.</i>		
Further exploration of fabrication and casting techniques; emphasis on surface treatment such as repoussé, etching, lamination, and inlay.		
226 VISUAL COMMUNICATIONS I		
	3	F,S
<i>ART 103 or cons inst req. Materials charge optional.</i>		
Basic graphic design techniques. Includes study of letter forms and design procedures. Practice in rendering skills.		
227 VISUAL COMMUNICATIONS II	3	F,S
<i>ART 226 req. Materials charge optional.</i>		
Application of design techniques to visual communications media. Emphasis on combining lettering with illustrational elements in preparation for reproduction processes.		
228 CERAMICS I	3	F,S
<i>Materials charge optional.</i>		
Introduction to the physical characteristics of clay. Basic handbuilding and firing processes explored. Introduction to glaze processes.		
229 CERAMICS II	3	F,S
<i>ART 228 req. Materials charge optional.</i>		
An expansion of handbuilding methods and the introduction of wheel-throwing techniques. Glazing and firing methods emphasized.		
232 SCULPTURE I	3	F,S
<i>Materials charge optional.</i>		
Exploration of sculpture techniques and materials within context of historical developments. Introduction to three-dimensional spatial concerns.		
233 SCULPTURE II	3	F,S
<i>ART 232 req. Materials charge optional.</i>		
Further exploration of sculpture techniques and materials. Advanced three-dimensional spatial concerns presented within a context of art historical development.		
234 WOOD DESIGN I	3	F,S
<i>IT 224 or ART 109 req.</i>		
Studio course exploring wood as a design medium.		
235 PHOTOGRAPHY AS AN ART FORM I	3	F,S
<i>Materials charge optional.</i>		
Photography as an art form.		
236 PHOTOGRAPHY AS AN ART FORM II	3	F,S
<i>ART 235 or cons inst req. Materials charge optional.</i>		
Further study of photography as an art form. Individual exploration of techniques and subjects.		
240 WEAVING I	3	F,S
<i>Materials charge optional.</i>		
Introduction to weaving as an art form. Emphasis on technical and aesthetic development of fiber concepts using a variety of loom-controlled and non-loom-controlled structures.		
241 WEAVING II	3	F,S
<i>Art 240 req. Materials charge optional.</i>		
Builds on the foundation of technical and aesthetic concepts presented in Weaving I. Processes such as spinning, dyeing, and complex loom-controlled structures will be explored.		
245 INTAGLIO I	3	F,S
<i>ART 104 req. Materials charge optional. Formerly PRINTMAKING I.</i>		
Introduction to intaglio processes. Techniques such as etching, engraving, dry point, and aquatint within context of pictorial spatial understanding.		
246 LITHOGRAPHY I	3	
<i>ART 104 req. Materials charge optional.</i>		
Introduction to lithographic processes. Techniques on stone and aluminum plates with airbrush, crayon, and tusche drawing within context of pictorial spatial understanding.		
248 REPROGRAPHICS	3	
<i>ART 226. Materials charge optional.</i>		
Process photography as an art form.		
250 ARTS AND THE MODERN WORLD	3	US-6
<i>Also offered as MUS 250 and THE 250.</i>		
An introductory, interdisciplinary course examining great works of art, music and theatre as they define and transmit cultural traditions and humanistic values in the modern world.		
251 EXPERIMENTAL FILMMAKING	3	F,S
<i>ART 103 or equiv req. Materials charge optional.</i>		
Filmmaking as an art form. Studio production using primarily eight millimeter film. Experimental art films surveyed.		
255 GLASS I	3	F,S
<i>One Studio ART course or cons inst req. Materials charge optional.</i>		
An introductory course to acquaint student with the hot glass forming processes of glassblowing and casting.		
257 SURVEY OF ART III	3	US-6
F,S		
The major developments in European painting, sculpture, and architecture methodology, and pre-student teaching clinical experiences in Art Education K-12.		
259 AESTHETIC EXPERIENCE	1	F,S
<i>May be repeated. Max 3 hrs. Also offered as MUS 259 and THE 259.</i>		
Available on a credit-no credit basis for attendance at 15 fine arts events and submission of 3 papers. One class meeting per week is used to introduce future events and to analyze past events.		
261 PAINTING I	3	F,S
Experimental work with variety of transparent and opaque painting media.		
262 PAINTING II	3	F,S
<i>ART 261 req.</i>		
Problems of pictorialization and survey of contemporary trends in painting.		
263 PAINTING III	3	F,S
<i>ART 261, 262 req.</i>		
Individual exploration of concepts extended from ART 261 and 262.		
277 AFRO-AMERICAN ART: PRE-SLAVERY TO 1865	3	F,S
Art forms, content, artistic technique, and contributions of pre-slavery artists up to Afro-American artists of 1865.		
278 BLACK AMERICAN ART: 1865 to PRESENT	3	F,S
Artistic technique, lifestyles, political and social implications of black American artists from 1865 to present.		
307 ART FOR ATYPICAL INDIVIDUALS	3	S
<i>Art 207 or C&I 250 or upper division ART maj or equiv experiences in the arts rec. May Incl Clin Exp.</i>		
Various approaches to the development and conduct of art activities for individuals in special education and other community programs for the atypical individual.		

309 PROFESSIONAL ART EDUCATION SEQUENCE 3	F,S	
<i>C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or conc reg req. For Art Ed maj only; others by cons dept chair. Must be repeated by ART ed maj for total of 6 hrs. Two consecutive sem sequence starting in fall. Incl Clin Exp. Adm to Teacher Ed req second semester enrolled.</i>		
Sequential semesters interrelate art learning theory, teaching methodology, and pre-student teaching clinical experiences in Art Education K-12.		
324 JEWELRY III 2-6	F,S	
<i>ART 225 req. May be repeated. Materials charge optional.</i>		
Advanced metalworking with an emphasis on volume and color, including raising, repoussé, forging, and various enameling techniques.		
325 ADVANCED JEWELRY AND METALS 2-4	F,S	
<i>Art 324 and cons inst req. May be repeated. Materials charge optional.</i>		
Elaboration upon metalworking skills previously acquired, allowing development of a strong personal direction.		
326 VISUAL COMMUNICATIONS III 3 F,S		
<i>ART 226, 227 req. Materials charge optional.</i>		
Transition course using the skills, techniques, and concepts learned earlier; applying them to problems of contemporary expression. Preparation for study on independent basis.		
328 CERAMICS III 2-6	F,S	
<i>ART 229 req. May be repeated. Materials charge optional.</i>		
Experiences in wheel and handbuilding processes with an emphasis on individual exploration of ideas through ceramic media.		
331 ADVANCED DRAWING 3	F,S	
<i>ART 214 req. May be repeated.</i>		
Transition course using the skills, techniques, and concepts learned earlier; applying them to problems of contemporary expression. Preparation for study on independent basis.		
332 SCULPTURE III 2-6	F,S	
<i>ART 233 req. May be repeated. Materials charge optional.</i>		
Transition course. Individualized problems exploring techniques and concepts encountered earlier and their applications to problems of contemporary expression. Preparation for study on an independent basis.		
335 PHOTOGRAPHY AS AN ART FORM III 2-6	F,S	
<i>ART 236 req. May be repeated. Materials charge optional.</i>		
Advanced problems in photography as an art form. Emphasis upon individual exploration of the medium. Preparation for study on an independent basis.		
336 VISUAL COMMUNICATIONS IV 3 F,S		
<i>ART 326 req. Materials charge optional.</i>		
Advanced studio work exploring design techniques applied to advertising, packaging, and display media.		
337 ADVERTISING LAYOUT 3	F,S	
<i>Art 326 or cons inst req. May be repeated. Materials charge optional.</i>		
Advanced studio work emphasizing advertising layout techniques and art direction responsibilities.		
338 ILLUSTRATION FOR PUBLICATION 3	F,S	
<i>ART 104, 213, 227 req.</i>		
Illustrating for print media; concepts and rendering techniques.		
340 WEAVING III 2-6	F,S	
<i>ART 241 req. May be repeated. Materials charge optional.</i>		
Advanced studio work based on the technical and aesthetic concepts presented in Weaving I & II. Emphasis upon individualized projects designed in consultation with instructor.		
341 PRINTED TEXTILES 2-3	F	
<i>Art 103, 240 and cons inst req. May be repeated. Materials charge optional.</i>		
Studio exploration of the aesthetic concepts and technical skills for designing and executing printed textile designs; emphasis on silk screen.		
345 INTAGLIO II 2-6	F,S	
<i>ART 245 req. May be repeated. Materials charge optional. Formerly PRINTMAKING II.</i>		
Further study of intaglio processes with greater emphasis on intaglio as an expressive medium. Introduction to color possibilities.		
346 LITHOGRAPHY II 3		
<i>ART 246 req. May be repeated. Materials charge optional.</i>		
Further study of lithographic processes with greater emphasis on lithography as an expressive medium. Introduction to color possibilities.		
349 VISITING ARTIST SEMINAR 2	F,S	
<i>ART maj or cons inst. May be repeated.</i>		
A seminar-type class, taught by visiting artists and members of the art department faculty, focusing upon contemporary issues of fine arts and the creative process.		
351 SPECIAL PROJECTS IN ART 2-6	F,S	
<i>ART maj or cons inst. May be repeated. Materials charge optional.</i>		
Special projects in art or art education chosen by the student for advanced investigation with the written approval of the instructor. May not duplicate existing courses.		
352 RENDERING FOR INTERIOR DESIGNERS 3	F,S	
<i>IT 211 and HEC 242, or ART 103 and 104, or cons inst req.</i>		
Perspective sketching and delineations of architectural interiors. Various media and application techniques will be stressed for professional results in presentations.		
355 GLASS II 2-6	F,S	
<i>ART 255 req. May be repeated. Materials charge optional.</i>		
Further practice in glass blowing skills coupled with the introduction of techniques to alter and shape cold glass.		
356 COLOR PHOTOGRAPHY AS AN ART FORM 3	F,S	
<i>ART 335 or 236 and cons instr req.</i>		
An introduction to basic color photography techniques with an emphasis on color photography as a fine art medium.		
359 COMPUTER-BASED ART AND GRAPHIC DESIGN 3	F,S	
<i>ART/MUS/THE 386 or cons inst req. Also offered as THE 359.</i>		
Application of advanced two and three-dimensional graphics programs to solve creative problems in the visual and theatrical arts.		

361 PAINTING IV 2-6	F,S	381 ART IN THE UNITED STATES II: AMERICAN IMPRESSIONISM TO WORLD WAR II 3
<i>ART 263 req. May be repeated.</i>		American art from late 19th century Impressionism to the advent of World War II.
Transitional course. Students encouraged to explore personal directions in close consultation with instructor. Preparation for study on an independent basis.		
362 WATERCOLOR I 3	S	382 ART IN THE UNITED STATES III: WORLD WAR II TO THE PRESENT 3
<i>ART 261 req.</i>		Complex artistic developments which occurred in the United States from World War II to the present.
Watercolor as an expressive medium. Techniques and study of masters of watercolor; emphasis on creating pictorial space by illusion, color, and the use of transparency.		
363 COLOR THEORY 3	F	383 HISTORY OF PHOTOGRAPHY AS AN ART FORM 3
<i>ART 261 req.</i>		Important photographers and the major aesthetic and technical developments of photography from 1840 to present.
A practicum to give the studio art student a context of theoretical and historical color premises as a basis for making color organized works. Discussion of student work, process, color-formed space, and aesthetic analysis.		
366 ART OF THE ANCIENT NEAR EAST 3		386 INTRODUCTION TO MICROCOMPUTER APPLICATIONS IN THE ARTS 3 F,S
Art and architecture of early civilizations of Egypt, Mesopotamia, and peripheral areas from circa 8000 B.C. to circa 300 B.C.		<i>Also offered as MUS/THE 386. Jr stand; 9 hrs of ART, MUS, or THE; and cons inst req. Formerly ART 389.77 MICROCOMPUTER APPLICATIONS IN THE ARTS. Materials charge optional.</i>
367 GREEK ART 3	F	An introduction to microcomputer systems and their applications as creative tools in art, music, theatre.
<i>ART 155 or cons instr req.</i>		
Greek art and architecture from ca. 1500 B.C. through the Hellenistic period.		
368 ROMAN ART AND ARCHITECTURE 3	S	387 SOFTWARE DESIGN IN THE ARTS 3 F
<i>Art 155 or cons instr req.</i>		<i>ART/MUS/THE 386 or cons inst req. Also offered as MUS/THE 387.</i>
Roman art and architecture in Italy and the provinces from the late Republic through the early fourth century A.D.		Designing and programming microcomputer-based software which solve particular applications problems in the fine arts.
369 HISTORY OF MEDIEVAL ART AND ARCHITECTURE 3		388 SELECTED TOPICS IN ARTS TECHNOLOGY 3 F
Art and architecture of Europe from circa 500 A.D. to the Renaissance.		<i>ART/MUS/THE 386 or cons instr req. Also offered as MUS/THE 388. May be repeated if content different. Not for grad credit.</i>
372 MODERN ARCHITECTURE 3		Varied emphases reflecting integration of computers with digital sound/graphic technologies and authoring tools for applications in the arts.
Late 19th and 20th-century architecture. Sullivan, Wright, and the Chicago School. European movements involving Le Corbusier, Gropius, and Mies Van der Rohe. The great engineers, Maillart, Nervi, Fuller, Candela.		
375 ITALIAN RENAISSANCE ART 3		390 ADMINISTRATION OF ARTS ORGANIZATIONS 3
Painting, sculpture, and architecture of the 15th and 16th centuries in Italy.		<i>ART, MUS, or THE maj; or cons inst req. Also offered as MUS/THE 390.</i>
376 NORTHERN RENAISSANCE ART 3		Management and promotion of art centers, art councils, performing organizations, museums, and galleries.
Art and architecture of the Renaissance and Mannerism in Northern Europe.		
377 HISTORY OF BAROQUE AND ROCOCO ART 3		398 PROFESSIONAL PRACTICE: INTERNSHIP IN ART 1-8 F,S
Painting, sculpture, and architecture of Europe during the 17th century.		<i>May be repeated. Max 16 hrs. Cons dept chair req.</i>
378 HISTORY OF 19th CENTURY ART AND ARCHITECTURE 3		Supervised work experience.
Concentration is on the art of Europe from the French Revolution to the 20th century.		
379 MODERN ART 3		398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN PROFESSIONAL ART STUDIO
Painting and sculpture in Europe and America from the late 19th century to 1970.		
380 ART IN THE UNITED STATES I: COLONIAL TO 19th CENTURY ROMANTICISM 3		398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: DESIGN
American art from the Colonial period through 19th century Romanticism.		398.03 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: COMMUNITY, GOVERNMENTAL PROGRAMS
		398.06 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: INDUSTRY
		398.07 PROFESSIONAL PRACTICE: INTERNSHIP IN PHOTOGRAPHY
		398.08 PROFESSIONAL PRACTICE: INTERNSHIP IN MUSEUM/GALLERY

**398.09 PROFESSIONAL PRACTICE:
COOPERATIVE
EDUCATION/INTERNSHIP
IN ARTS MICROCOMPUTER
APPLICATIONS 2-6 F,S**

ART/MUS/THE 386, one course selected from MUS 211, ART/THE 359, or ART/MUS/THE 387. Junior level or above in area of concentration. Min GPA 2.5.

Cooperative education/internship providing the opportunity to apply knowledge of microcomputer arts applications in arts agencies, business, and/or education settings.

MUSIC (MUS)

230 Centennial East, (309) 438-7631

Chairperson: Arthur Corra.

Tenured/Tenure-track Faculty: Professors: Armstrong, Chavez, Corra, Dawson, Eichen, Lewis, Livingston, Modos, Nicholas, Omer, Peterson, Poultney, Rehm, Rosene, Schoenfeld, Williams. Associate Professors: Boitos, Borg, DeBose, Foeller, Schuetz, Schwartzkopf, Steele, Stokes, Suggs. Assistant Professors: DiGiammarino, Kelly, Koehler, Miller, Pomfret.

Other Faculty: *Instructional Faculty:* Assistant Professor: Buckner, Dicker. *Faculty Fellow:* Professors: Cordero, Ferrell. *Lecturers:* Adams, Collier, Farris, Glatt, Gutierrez, Hurtz, Iverson, Iwasaki, McDonald, Neisler, Rubio, Wellman.

General Information Concerning Music Programs and Courses

Admission Auditions: Students who intend to major in Music at Illinois State University are expected to have previous music experiences. Prior to acceptance as a Music major, all students must pass a performance audition on their major instrument or voice. Information concerning admission auditions is available from the Department of Music.

Senior College Examination: All music majors must pass the senior college examination which evaluates the student's mastery of musicianship and performance skills and assesses the probability that the student will successfully complete the degree program within a reasonable period of time. The examination is administered every spring semester and is to be taken by all sophomores. Students who transfer from community colleges must take the examination in their second semester of residence at ISU. All B.M.E. students and candidates for teacher certification are required to pass the Senior College Examination prior to admission to teacher education.

Piano Requirement: All students pursuing a Music major degree program are required to demonstrate a level of piano proficiency equivalent to that outlined for Level III of Group Instruction Piano unless stated otherwise for a specific degree or sequence. A syllabus of proficiency requirements is available in the Music Office or from the Group Piano Coordinator.

Performing Organization Requirement: All students pursuing a Music major degree program are required to participate and earn a passing grade in a major music-performing organization each semester they are enrolled in the University. (B.M.E. majors are exempt from this requirement during the semester of Student Teaching.) Specific performing organization participation requirements are indicated below for each of the Music major degree programs. A major opera role may be substituted for one performing organization by juniors and seniors upon approval of the

department chairperson as a result of a written request signed by the student, the applied teacher, and the opera director. A maximum of 12 hours in music performing organization credit is applicable to any degree.

Enrollment Limitations: Enrollment in some Music Courses is limited to those students who have had auditions or who have secured the permission of the appropriate coordinator. Information concerning these course enrollment limitations is available from the Department of Music.

Musical Instrument Storage: In the event that students choose to store musical instruments on campus in any building operated by the University, they hereby waive any and all liability of the University and its employees for the loss of or damage to such musical instruments by any cause whatsoever, including, but not limited to, fire, water, windstorm, or any other casualty, theft, or dampness or dryness of the air.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Music Programs

Degrees Offered: B.A., B.S.

MAJOR IN MUSIC

- 40 hours in Music required.
- Required courses: MUS 101, 102, 107, 108, 203, 204, 207, 208, 253, 254; at least 4 semesters of applied music (may include Group Instruction Voice or Piano); 8 semesters in performing organizations or approved ensembles; elective courses in MUS to complete 40 hours.

MINOR IN MUSIC

- 24 hours in Music required.
- Required courses: MUS 101, 102, 107, 108, 203, 207; at least 4 semesters of applied music (may include Group Instruction Voice or Piano); at least 4 semesters in performing organizations or ensembles; elective courses in MUS to complete 24 hours.

Bachelor of Music Education (B.M.E.) Programs

Degree Offered: B.M.E.

MUSIC EDUCATION MAJOR

Core Requirement and Sequences: All students must complete the core requirement of MUS 101, 102, 107, 108, 203, 204, 207, 208, 253, 254, and choose a sequence from one of the four sequences below. Depending upon the sequence chosen, the major will require from 57 to 60 hours. The Vocal and Keyboard Sequences are part of entitlement programs leading to special K-12 certification with a choral general emphasis. The Band and Orchestra sequences are part of entitlement programs leading to special K-12 certification with an instrumental emphasis. Designated special methods courses throughout the Band, Orchestra, Vocal, and Keyboard Sequences require clinical experiences and are taken throughout the degree program.

Piano and Applied Music Requirements: Students pursuing the B.M.E. degree are required to attain sufficient skill in playing the piano to pass a proficiency test prior to admission to the B.M.E. program. A syllabus of proficiency requirements is available in the department office or from the Group Piano Coordinator. The study of piano may be done in Group Instruction 122 or in applied piano. A maximum of 8 hours is allowed for taking piano in group

instruction. Students pursuing the B.M.E. degree are required to study applied music on their major instrument every semester that they are enrolled in the program, except for the semester in which they student teach (this may include Group Instruction Voice or Piano). Prior to the first semester of the junior year, B.M.E. majors are required to attain 200-level performance status through audition or be approved for provisional status. Students are required to take at least one semester of 200-level applied music prior to student teaching. The B.M.E. degree requires the successful completion of at least one semester of a 200-level applied music course.

Professional Education Requirements: PSY 215 or C&I 210; C&I 200.01 and 200.02 or C&I 216 must be taken prior to the major music methods courses (MUS 161, 261, 262, 264).

C&I 200.03 (req Admission to Teacher Ed) may be taken concurrently with the major methods classes.

C&I 200.04 and EAF 228, 231, or 235 should be taken prior to student teaching.

Choral-General-Vocal Sequence: 57 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of group or applied piano and 5 semesters of applied voice; MUS 127, 167, 262, 264, (262 and 264 require clinical experiences). Students must be enrolled for 1 hour of credit in University Choir, University Glee Club, Treble Choir, Civic Chorale, Concert Choir, (Encore) Jazz Choir, Opera Practicum, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Students must enroll in University Choir or Concert Choir for a minimum of four semesters and Opera Practicum for one semester. Students enrolled in Encore must also participate in another choral ensemble listed above.

Choral-General-Keyboard Sequence: 59 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of applied voice and 5 semesters of group or applied piano; MUS 167, 240 (2 hours required), 262, 264, (262 and 264 require clinical experiences), 330 (piano). Students must be enrolled for 1 hour of credit in University Choir, University Glee Club, Treble Choir, Civic Chorale, Concert Choir, (Encore) Jazz Choir, Opera Practicum, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Students must enroll in University Choir or Concert Choir for a minimum of four semesters. Students enrolled in Encore must also participate in another choral ensemble listed above.

Instrumental-Band Sequence: 60 hours in Music required. Required courses: Core requirement and MUS 111, 113, 115, 117, 161, 167, 261, (111, 113, 115, 117, 161, and 261 require clinical experiences). Students must be enrolled for 1 hour of credit in Wind Symphony, Symphonic Band, Chamber Wind Ensemble, University Band, Jazz Band, Marching Band, or Orchestra each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than two semesters of marching band, nor less than two semesters of a concert band.

Instrumental-Orchestra Sequence: 60 hours required. Required courses: Core requirement and MUS 111, 113, 115, 117, 167, 261, (111, 113, 115, 117, and 261 require clinical experiences), 330 (strings). Students must be enrolled for 1 hour of credit in an orchestra each semester they are in residence, except for the semester in which they student teach.

Student Teaching: At least 10 weeks (8 hrs) (STT 399.28) of student teaching is required. 16 weeks (16 hrs) (STT 399.28) is recommended.

SELECTIVE ADMISSION-RETENTION POLICY FOR THE TEACHER EDUCATION SEQUENCE IN MUSIC EDUCATION

Selective Admission: All music education students planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Admission-Retention Program section of this catalog). Upon applying for admission, a music education student must have verified the following:

1. File departmental application for admission to music education.
2. A minimum cumulative GPA of 2.5 overall and in all music courses including Professional Education courses.
3. Satisfactory completion of piano proficiency exam or completion of Level 4-Group Piano with grade of B or better (the entire final exam for Level 4 must be passed successfully).
4. Recommendation for admission to teacher education by the music education faculty.
5. Satisfactory passing of the Senior College Exam.
6. Beginning with the semester during which a student acquires 45 hours or beginning with the first semester in residence for transfer students or certification candidates, students are expected to obtain written evaluations from each music faculty and College of Education faculty member with whom they have studied. The details about these evaluations can be obtained from the Coordinator of Music Education as well as from the departmental office. These evaluations are to be solicited up to the semester of student teaching.

Selective Retention: In order to be retained in the music education program and to receive departmental approval for a student teaching assignment, the following requirements must be met:

1. Maintain a GPA of 2.5 in all courses and in all Music Education courses including Professional Education.
2. Be recommended for student teaching by the music education faculty.
3. Interview with the Coordinator of Student Teaching and/or music education faculty.
4. Complete at least one semester of applied music at the 200-level.
5. Acquire a minimum grade of C in all Music Education courses including Professional Education courses.

Graduation Requirements: A cumulative and major GPA of 2.5 must be maintained.

MINOR IN MUSIC EDUCATION

— 26 or 27 hours in Music required, depending upon sequence selected (student selects one of the four sequences below).

Choral Music Sequence: 26 hours in Music required. Required courses: MUS 101, 102, 107, 108, 167, 203, 207, 264; at least 4 hours of applied music voice (may include Group Instruction Voice); at least 2 semesters of applied music-keyboard (may include Group Instruction Piano).

General Music Sequence: 26 hours required. Required courses: MUS 101, 102, 107, 108, 167, 203, 207, 262; at least 4 hours of applied music keyboard (may include Group Instruction Piano); at least 2 semesters of applied music voice (may include Group Instruction Voice).

Instrumental Music-Winds Sequence: 27 hours required. Required courses: MUS 101, 102, 107, 108, 111, 115, 117, 167, 203, 207, 261; at least 2 semesters of applied music brass, percussion, or woodwinds.

Instrumental Music-Strings Sequence: 27 hours required. Required courses: MUS 101, 102, 103, 108, 111, 113, 115, 117, 167, 203, 207, 330 (appropriate string pedagogy and literature course); at least 2 semesters of applied music-strings.

Bachelor of Music (B.M.) Program

Degree Offered: B.M.

Admission into the B.M. Program is by special audition.

MUSIC MAJOR

— 68 hours of Music required.

— Required courses for all sequences except Music Therapy (for requirements, see Music Therapy Sequence): MUS 101, 102, 107, 108, 167, 203, 204, 207, 208, 253, 254, and two courses selected from among MUS 255, 256, 257, and 258; one applied music course on the major instrument each semester (may include Group Instruction Piano), including the successful completion of at least one semester of 200-level applied music. In addition, students must be enrolled for 1 hour of credit each semester they are in residence in Wind Symphony, Symphonic Band, Chamber Wind Ensemble, Marching Band, University Band, Jazz Band, Orchestra, University Choir, University Glee Club, Treble Choir, Civic Chorale, Concert Choir, (Encore) Jazz Choir, Madrigal Singers, or Accompanying (for keyboard majors only).

Student also selects one of the six following sequences and completes requirements of that sequence. For students who select the Keyboard-Instrument, Voice-Performance, or the Band and Orchestra Instruments sequence, the requirements are: three semesters of 200-level applied music, a partial junior recital, and a senior recital.

Music Theory-Composition Sequence: 12 additional hours in theory, composition, and theory pedagogy; electives to complete 68 hours. At least 8 hours of German strongly recommended.

Music History-Literature Sequence: 12 additional hours in music history and problems in music history; electives to complete 68 hours. At least 8 hours of German, French, Latin, or Russian are strongly recommended.

Keyboard Instrument Sequence: Performance/Pedagogy (Piano, Organ, Harpsichord): 4 hours of pedagogy and literature (MUS 330); 2 hours of functional keyboard skills and sight-reading (MUS 122); 4 hours of accompanying (MUS 240). This may be 4 of the 8 hours in music performing organizations required of BM majors. Electives to complete 68 hours.

Voice Performance Sequence: Music 127 and 2 hours in vocal pedagogy and literature; electives to complete 68 hours. Voice students enrolled in Encore must also participate in another choral ensemble. Two semesters of Opera Practicum also required.

Band and Orchestra Instruments Performance Sequence: 2 hours in pedagogy and literature on appropriate instrument; electives to complete 68 hours.

Music Therapy Sequence: A student who completes the requirements listed below, including a six-month internship sanctioned by the National Association for Music Therapy, Inc., may be certified as a registered music therapist. The prospective music therapy student is encouraged to contact the Director of the Music Therapy Program in the Department of Music before beginning coursework. Core requirements (33 hours): MUS 101, 102, 107, 108, 167, 203, 204, 207, 208, 253, 254, Performance Ensemble each semester of attendance. Nine hours selected from the following: 111, 113, 115, 117, 122, 126. Eight hours of

Applied Music Study. Sequence requirements: MUS 194, 298.01 (3 hrs), 294, 340, 341, 360, 362, 398 (2 hours); PSY 346. University Studies requirements: BSC 181; PSY 111, 232; SAS 106 or 180. A competency test is required in guitar and piano.

Music Courses

100 INTRODUCTION TO MUSIC THEORY 3 US-6 F,S

Pitch and rhythmic notation, major-minor key system, sight reading of simple pitch, rhythmic patterns, diatonic melodies.

101 MUSIC THEORY 2 F *MUS maj only or cons dept chair req.*

Principles of rhythmic, melodic, and harmonic syntax in the common practice period. Emphasis on diatonic analysis and composition.

102 MUSIC THEORY 2 S *MUS 101 or cons Theory Coord req.*

Continuation of common practice syntax; emphasis on formal analysis and composition of common practice idioms.

107 GROUP INSTRUCTION IN BASIC MUSICIANSHIP I 1 F,S

MUS maj/min only or cons inst req.

Introduction and cultivation of fundamental aural (ear-training) and sightsinging (solfege) skills.

108 GROUP INSTRUCTION IN BASIC MUSICIANSHIP II 1 F,S

Continuation of skill building in ear-training and sightsinging; expansion of solfege techniques.

111 GROUP INSTRUCTION IN BRASS 2 F,S *Incl Clin Exp.*

Practical instruction in playing and methods of teaching all brass instruments.

113 GROUP INSTRUCTION IN STRINGS 2 F,S *Incl Clin Exp.*

Practical instruction in playing and methods of teaching the violin, viola, cello, and string bass.

115 GROUP INSTRUCTION IN WOODWINDS 2 F,S *Incl Clin Exp.*

Practical instruction in playing and methods of teaching all woodwind instruments.

117 GROUP INSTRUCTION IN PERCUSSION 1 F,S *Incl Clin Exp.*

Practical instruction in playing and methods of teaching percussion instruments.

118 SOCIAL-CLASS GUITAR 2 *Student must supply acoustic guitar.*

Elements of basic acoustic guitar; simple chords and melodies.

121 GROUP INSTRUCTION IN PIANO 2 F,S

For students who have had little or no formal piano study and who are not music maj/min. Enrollment and placement only by permission of the Group Piano Coord. May be repeated.

Harmonization, sight-reading and transposition, technical studies, and solo ensemble repertoire.

122 GROUP INSTRUCTION IN PIANO 2	F,S	F,S
<i>MUS maj/min with little or no keyboard skills. Enrollment and placement by permission of the Piano Coord. A syllabus of piano proficiency requirements is available from the Music Office and the Group Piano Coord. May be repeated. Max 8 hrs.</i>		
125 EXPLORING THE ARTS OF CHINA AND JAPAN 3	S	F
<i>Also offered as ART/THE 125.</i>		
A general survey of the major fine arts traditions of China and Japan: visual arts, music, and theatre.		
126 GROUP INSTRUCTION IN VOICE 2	F,S	F,S
<i>May be repeated. Cons inst req.</i>		
Practical instruction in singing in English and Italian. Successful completion of 126 or audition before members of voice faculty is prerequisite for admission to MUS 137.		
127 FOREIGN LANGUAGE DICTION FOR SINGERS 2	S	F,S
<i>MUS 126 or cons inst or conc reg req.</i>		
German and French diction through the study of art songs in both languages.		
131-138 APPLIED MUSIC 2 or 4 ea	F,S	
<i>May be repeated. Permission of appropriate coord one sem in advance of reg req. Prereq for MUS 137 described in narrative for MUS 126.</i>		
131, Brass; 132, Harpsichord; 132.10 Harp; 133, Organ; 134, Percussion; 135, Piano; 136, Strings; 136.80, Guitar; 137, Voice; 138, Woodwinds.		
139 ENSEMBLE 1-2	F,S	
<i>May be repeated.</i>		
Study and performance of chamber music in a variety of combinations of instruments.		
141 PIANO TUNING I 2	F,S	
Tuning techniques, maintenance, and mechanical information necessary for the care of grand and studio model pianos. Students enrolled in the course will tune, maintain, and repair Department of Music pianos.		
151 PLEASURES OF MUSIC 3 US-6 F,S		
Music representative of various periods and styles.		
153 BLACK MUSIC I 3 US-6 F		
A survey of those musical elements—rhythm, improvisation, vocal inflections, call, and response—that define Black Folk Music.		
154 BLACK MUSIC II 3	S	
A survey of Black composers, arrangers, performers, and educators in the areas of Jazz, Blues, Gospel, Spirituals, Rhythm and Blues, and Western Classical music in the 20th century.		
156 MUSIC IN WORLD CULTURES 3 US-8 F,S		
Music as it relates to other human activity in selected non-Western cultures.		
161 MARCHING BAND TECHNIQUES 2	F	
<i>Conc reg with participation in marching band. Adm to Teacher Ed req. Incl Clin Exp.</i>		
Marching Band organization: field show planning and design.		
165 OPERA PRACTICUM 1	F,S	
<i>May be repeated.</i>		
Practical experience in the staging of an opera or musical, with work ranging from set construction to leading roles.		
167 BASIC CONDUCTING 2		F,S
Fundamentals, score reading, rehearsal procedures, and practical experience in work with choral and instrumental media.		
172 JAZZ APPRECIATION 3		F
Various idioms and styles of Jazz from 1890 to the present, with an emphasis on listening.		
180-188 PERFORMING ORGANIZATIONS 1		F,S
<i>Max 12 hours of 180-188 and 280-288 may be counted toward a degree.</i>		
Participation in the major organizations; 180, University Choir; 181, Wind Symphony, Symphonic, University, Pep, Marching or Community Band; 182, Symphony Orchestra; 183, Chamber Wind Ensemble; 184, Concert Choir; 185, University Glee Club; 186, Treble Choir; 188, Civic Chorale.		
194 PRINCIPLES OF MUSIC THERAPY 3		F,S
<i>Not for credit if had former MUS 190, 191, and 192. Field observations req.</i>		
Introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the National Association for Music Therapy is included as well as the processes and principles of music therapy as used by practicing music therapists.		
198.03 PROFESSIONAL PRACTICE IN MUSIC BUSINESS 1-6 F,S,Summer		
<i>MUS 101, 102; ECO 101, 102 req. May be repeated for credit. Cr/No Cr only.</i>		
Entry-level supervised practical experience in Music Business situations at various sites in the area. Student, employer, and faculty supervisor will develop a written, three-way agreement of understanding detailing the responsibility of each.		
203 MUSIC THEORY AND LITERATURE 5		F
<i>MUS 102 and 108 or cons Theory Coord req. Not for credit if had MUS 203 (6 hrs).</i>		
Study of contrapuntal and homophonic textures through analysis and composition in conjunction with a survey of music composed between 1700 and 1900.		
204 MUSIC THEORY AND LITERATURE 5		S
<i>MUS 203 and 207 or cons Theory Coord req. Not for credit if had MUS 204 (6 hrs).</i>		
Twentieth century techniques of composition and analysis in conjunction with a survey of current world musics.		
205 COMPOSITION 2		F,S
<i>May be repeated.</i>		
Developing individual creative talents of students in musical composition. Progression from the composing of well-balanced musical phrases to works in small forms for piano, choral groups, and small instrumental ensembles.		
207 GROUP INSTRUCTION IN BASIC MUSICIANSHIP III 1		F,S
<i>MUS 108 or cons Theory Coord req. Not for credit if had MUS 203 (6 hrs).</i>		
Continuation of MUS 108 with introduction of chromaticism, more complex rhythms, and harmonic dictation using seventh chords.		

208 GROUP INSTRUCTION IN MUSICIANSHIP IV	1	F,S
<i>MUS 207 or cons Theory Coord req. Not for credit if had MUS 204 (6 hrs).</i>		
Continuation of MUS 207 with emphasis on pitch structures and rhythms of Twentieth Century music.		
209 ORCHESTRATION	2	F
Scoring for orchestras and bands, focusing on tonal balance, color, timbre, and technical problems.		
210 HANDBELL RINGING	2	F,S
<i>Must possess ability to read music notation.</i>		
Basic skills and fundamentals of handbell ringing and study of the standard literature of English handbells.		
211 MICROCOMPUTERS AND MUSIC SYNTHESIS	3	F,S
<i>MUS 121 or 122 or cons inst req. Formerly MUS 389.53 MICROCOMPUTERS IN MUSIC PERFORMANCE AND COMPOSITION.</i>		
Programming techniques for digital synthesizers, drum machines, microcomputer-based sequencers, and voicing software; elementary composition in a MIDI-based studio.		
218 JAZZ IMPROVISATION I	2	S
<i>Cons inst req.</i>		
Fundamentals of improvising or extemporaneous playing; opportunity to perform improvised solos, both on standard chord changes and original compositions.		
231-238 APPLIED MUSIC	2 or 4 ea	F,S
<i>May be repeated. Permission of appropriate coord one sem in advance of reg req.</i>		
Advanced brass, 231; harpsichord, 232; harp, 232.10; organ, 233; percussion, 234; piano, 235; strings, 236; guitar, 236.80; voice, 237; woodwinds, 238.		
239 ENSEMBLE	1-2	F,S
<i>May be repeated.</i>		
Study and performance of chamber music in a variety of combinations of instruments.		
240 ACCOMPANYING	1	F,S
<i>May be repeated.</i>		
Technique and skills of accompanying singers and instrumentalists, including experience in providing accompaniments for other students.		
250 ARTS AND THE MODERN WORLD	3	US-6 F,S
<i>Also offered as ART/THE 250.</i>		
An introductory, interdisciplinary course examining great works of art, music, and theatre as they define and transmit cultural traditions and humanistic values in the modern western world.		
253 MUSIC HISTORY UNTIL 1750	3	F
<i>MUS 204 or cons Theory Coord req.</i>		
Developments, trends, styles, genres, and significant composers in Western music history from the Greeks to the time of Bach and Handel.		
254 MUSIC HISTORY SINCE 1750	3	S
<i>MUS 204 or cons Theory Coord req.</i>		
Developments, trends, styles, genres, and significant composers from Classical period through the Twentieth Century.		
255 MUSIC HISTORY AND LITERATURE, 20TH CENTURY	3	F
<i>MUS 254 or cons inst req.</i>		
Survey of 20th century styles, popular to learned, conventional to avant-garde, with emphasis on the literature of music.		
256 MUSIC HISTORY AND LITERATURE OF THE 17TH AND 18TH CENTURIES	3	S
<i>MUS 253 or cons inst req.</i>		
Development of music during the 17th and 18th centuries, including nationalities, schools, styles, and forms.		
257 MUSIC HISTORY AND LITERATURE OF THE 19TH CENTURY	3	F
<i>MUS 254 or cons inst req.</i>		
Musical developments in the 19th century; romanticism, impressionism, the orchestra, opera, art song, other large and small forms.		
258 MUSIC HISTORY AND LITERATURE OF THE RENAISSANCE	3	S
<i>MUS 253 or cons inst req.</i>		
Artistic and social conditions of the 15th and 16th centuries in Europe, sacred and secular vocal music, instruments, forms, theoretical practices.		
259 AESTHETIC EXPERIENCE	1	F,S
<i>May be repeated. Max 3 hrs. Also offered as ART/THE 259.</i>		
Available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and to analyze past events.		
261 INSTRUMENTAL TECHNIQUES	4	F
<i>C&I 200 (6 hrs.) or 200.03 (grade of C or better req.) or conc reg req. Incl Clin Exp. Adm to Teacher Ed req.</i>		
Problems and procedures in developing instrumental classes and organizations.		
262 MUSIC EDUCATION	4	F
<i>C&I 200 (6 hrs) or 200.03 (grade of C or better req) or conc req. Incl Clin Exp. Cons dept chair for non-MUS maj. Adm to Teacher Ed req.</i>		
Survey of music in the kindergarten and grades one through eight; current practices in teaching music; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program.		
264 MUSIC EDUCATION	4	S
<i>C&I 200 (6 hrs) or 200.03 (grade of C or better req) or conc reg req. Incl Clin Exp. Cons dept chair for non-MUS maj. Adm. to Teacher Ed req.</i>		
Problems and procedures in developing vocal classes and choral organizations for grades 7 through 12.		
265 OPERA PRACTICUM	1	F,S
<i>May be repeated.</i>		
Practical experience in the staging of an opera or musical, with work ranging from set construction to leading roles.		
268 CHORAL CONDUCTING	2	S
<i>MUS 167 or cons inst req.</i>		
Further development of conducting skills; principles of musical production, rehearsal procedures, and problems of conducting music from all historical periods.		
280-288 PERFORMING ORGANIZATIONS	1	F,S
<i>Max 12 hours of 180-188 and 280-288 may be counted toward a degree.</i>		
Participation in major organizations: 280, University Choir; 281, Wind Symphony, Symphonic, University, Pep, Marching or Community Band; 282, Symphony Orchestra; 283, Chamber Wind Ensemble; 284, Concert Choir; 285, University-Glee Club; 286, Treble Choir; 288, Civic Chorale.		

294 MUSIC AND RECREATION 3 F,S
MUS 194 or cons inst, ability to read music, and field experiences req.

Techniques and skills essential in the prescription, organization, and procedures of leading recreational music activities within therapeutic settings. Development of functional skills on social instruments.

**298.01 PROFESSIONAL PRACTICE:
 MUSIC THERAPY INTERNSHIP 1 F,S**
May be repeated. Max 4 hrs. Cr/No Cr only. Formerly MUS 292.

Supervised practical experience in therapeutic music situations in various institutions in the area.

**298.03 PROFESSIONAL PRACTICE
 IN MUSIC BUSINESS 1-6 F,S,Summer**
MUS 101, 102; ECO 101, 102 req. May be repeated. Cr/No Cr only.

Middle-level supervised practical experience in Music Business situations at various sites in the area. Student, employer, and faculty supervisor will develop a written, three-way agreement of understanding detailing the responsibility of each.

301 FORM AND ANALYSIS IN MUSIC 3 F
 Structure of music from simple binary and ternary forms to rondo, theme and variations, and sonata forms.

305 COMPOSITION 3 F,S
May be repeated.

Free composition in larger forms.

307 SURVEY OF MUSIC THEORY 2 F
 Review of analytical techniques and procedures. Emphasis on tonal music.

309 ADVANCED ORCHESTRATION 3 S
MUS 209 or cons inst req.

330 PEDAGOGY AND LITERATURE 2 F,S
May be repeated. More than one area may be taken concurrently.

Methods of teaching, class and individual instruction; emphasis on technique and a comparison of various teaching procedures. Survey of important literature and composers for each medium. Brass, woodwind, percussion, voice, strings, piano, organ.

**340 INFLUENCE OF MUSIC
 ON BEHAVIOR 3 F,S**
Sr stand or cons inst req.

Cultural, physiological, and psychological aspects of music with applications to the music therapy field.

341 MUSIC IN THERAPY 3 F,S
MUS 340 or cons inst req.

Theory, current practices, and research in the field of music therapy.

**360 INTRODUCTION TO
 PSYCHOMUSICOLOGY 3 S**

Introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music.

**362 FIELD DATA COLLECTION
 IN MUSIC THERAPY 1 F,S**
Sr stand or MUS 360 or cons inst req.

Field experience in experimental research and behavioral data collection and evaluation as applied to the field of music therapy.

363 CHORAL TECHNIQUES 3

Course in conducting or practical exper req.
 Choral rehearsal techniques as used in contemporary music education and other choral performance. Materials for learning and repertoire development, emphasizing modern trends.

**364 CURRENT ISSUES IN
 MUSIC EDUCATION 1-3 F**
May be repeated. Max 5 hrs.

Current trends in all areas of Music Education. Course is open to both majors and non-majors.

365 OPERA PRACTICUM 1 F,S
May be repeated.

Practical experience in the staging of an opera or musical, with work ranging from set construction to leading roles.

**371 MUSIC FOR THE
 EXCEPTIONAL CHILD 3 F,S**

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities.

384 OPERA PRODUCTION 3 F,S
Approval Music Theatre Director req. May be repeated.

Problems of presenting specific representative works from music theatre repertoire.

**386 INTRODUCTION TO MICROCOMPUTER
 APPLICATIONS IN THE ARTS 3 F,S**

Also offered as ART/THE 386. Jr stand; 9 hrs of ART, MUS, or THE; and cons inst req. Formerly ART/MUS/THE 389.77 MICROCOMPUTER APPLICATIONS IN THE ARTS. Materials charge optional.

An introduction to microcomputer systems and their applications as creative tools in art, music, and theatre.

**387 SOFTWARE DESIGN
 IN THE ARTS 3 F**

ART/MUS/THE 386 or cons inst req. Also offered as ART 387 and THE 387.

Designing and programming microcomputer-based software which solve particular applications problems in the fine arts.

**388 SELECTED TOPICS IN
 ARTS TECHNOLOGY 3**

ART/MUS/THE 386 or cons instr req. Also offered as ART/THE 388. May be repeated if content different. Not for grad credit.

Varied emphases reflecting integration of computers with digital sound/graphic technologies and authoring tools for applications in the arts.

**390 ADMINISTRATION OF
 ARTS ORGANIZATIONS 3**

Also offered as ART/THE 390. ART, MUS, or THE maj; or cons inst req.

Management and promotion of art centers, art councils, performing organizations, museums, and galleries.

**391 MUSICAL STYLES OF
 THE RENAISSANCE PERIOD 3**

MUS 253 req.
 Analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

**392 MUSICAL STYLES OF
 THE BAROQUE PERIOD 3**

MUS 253 req.
 Analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

394 MUSICAL STYLES OF THE CLASSICAL PERIOD 3
MUS 254 req.

Analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

395 MUSICAL STYLES OF THE ROMANTIC PERIOD 3
MUS 254 req.

Analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

396 MUSICAL STYLES OF THE TWENTIETH CENTURY 3
MUS 254 req.

Analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.

398 PROFESSIONAL PRACTICE: CLINICAL INTERNSHIP IN MUSIC THERAPY 1 F,S,Summer

Acceptance into a clinical training facility affiliated with the National Association for Music Therapy req. May be repeated. Max 2 hrs.

Professional application of current treatment and evaluation procedures in a clinical setting.

398.03 PROFESSIONAL PRACTICE IN MUSIC BUSINESS 1-6 F,S,Summer

MUS 101, 102; ECO 101, 102 req. May be repeated for credit. Cr/No Cr only.

Advanced supervised practical experience involving organizing, directing, or managing activities in Music Business situations at various sites in the area. Student, employer, and faculty supervisor will develop a written, three-way agreement of understanding detailing the responsibility of each.

398.09 PROFESSIONAL PRACTICE COOPERATIVE EDUCATION/INTERNSHIP IN ARTS MICROCOMPUTER APPLICATIONS 2-6 F,S

ART/MUS/THE 386. One course selected from MUS 211, ART/THE 359, ART/MUS/THE 387. Junior level or above required in area of concentration. Min GPA 2.5

Cooperative education/internship providing the opportunity to apply knowledge of microcomputer arts applications in arts agencies, business, and/or education settings.

THEATRE (THE)

212 Centennial West, (309) 438-8783

Chairperson: John Stefano.

Tenured/Tenure-track Faculty: Professors: Goldfarb, Kirk, Mottram, Pritner, Ritch, Ruyle, Scharfenberg, Stefano, Vybiral. Associate Professors: Goetz, Wilhelm, Zielinski. Assistant Professors: Acker, Browder, O'Gara, Sipes.

Other Faculty: Instructional Faculty: Assistant Professors: Counts, DeVeer, Libman. **Lecturers:** Benjamin, D'Alessandro.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Theatre Programs

Degrees Offered: B.A., B.S.

THEATRE MAJOR

— 36 hours in Theatre required.

— Required courses: THE 100, 101, 2 hours of 102/302, 110, 130, 160, 237, 240, 261, 344, 376, and 377.

— Students in the 36 hour major who wish to pursue graduate study are encouraged to complete one of the following concentrations:

 Directing: 6 hours of THE 340 and 3 hours of THE 309.

 Creative Drama: THE 280, 287, and 3 hours of THE 381.

 Theatre History: THE 370 and 6 hours from THE 287, ENG 222, 223, 285, 325, 327, 328, 378.

 Theatre Management: 3 hours of THE 287, 6 hours of THE 309.

 Cinema Studies: THE 170, 370, 371.

Acting Sequence

— 55 hours in Theatre required.

— Required courses: THE 100, 102 or 302, 110, 111/311, 112/312, 113/313, 130, 160, 237, 240, 9 hours of 314 and/or 315, 317, 320, 321, 376, 377.

— 2 hours of THE electives.

— Continuation in the Acting Sequence after the freshman year is by permission of the Acting faculty of the department.

Design/Production Sequence

— 55 hours in Theatre required.

— Required courses: THE 100, 110, 130, 160, 237, 240, 260, 261, 362, 376, 377; 6 hours to be selected from THE 330, 331, 333, 361, 363.

— THE electives to complete 55 hours.

Teacher Education Sequence

— 42 hours in Theatre required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: THE 100, 101, 110, 113/313, 130, 160, 185 (2 hrs), 237, 240, 280, 285 (2 hrs), 376, 385 and one course selected from THE 260, 340 or 341.

— Students are required to enroll in THE 185/285 for a minimum of 1/2 credit hour their first semester and to complete a total of 4 credit hours of prescribed field activities in Theatre Education as a part of their program. The department recommends that students who plan to teach in high school take COM 125, 160, and 223. Second teaching field req.

— To qualify for certification, students must complete an education minor, the professional education requirements, and the general education requirements as described in the *Teacher Education Requirements-High School* section of this catalog.

Theatre majors are encouraged to participate in at least one University Theatre production each semester. Credit in THE 102 or 302 may be earned for this participation. Students are encouraged to earn practicum credit in at least four different areas of theatre experience, such as costume, technical, management, acting, lighting, makeup. All students may audition for productions after they have achieved second semester freshman status.

MINOR IN THEATRE

— 24 hours in Theatre required.

— Required courses: 100, 101, 110, 130, 160, and 240; 4 hours from 376 and 377; THE electives to complete 24 hours.

Teacher Education Sequence

— 24 hours in Theatre required.

— Required courses: THE 100, 101, 110, 160, 240, 260, 385, and THE electives to complete 24 hours.

The department recommends that students who plan to teach in high school take COM 125, 160, and 223.

MINOR IN CINEMA STUDIES

- 18 hours of Cinema Studies required.
- Required courses: THE 170, 370, 371.
- 9 additional hours from: THE 270, 271; ENG 107; ART 251.

Theatre Courses**100 INTRODUCTION TO THE LITERATURE OF THE THEATRE 3 F,S**

Survey of literature of theatre from the Greeks to the present. Emphasis is on the study of structure, genres, and history of the period in which the play was produced.

101 ORAL INTERPRETATION OF LITERATURE 3 F,S

Some sections reserved for THE or Mass Comm majors.

The individual performance of non-dramatic literature as a means of improving performance skills and as an approach to the study of literature.

102 THEATRE PRACTICUM 1-2 F,S

May be repeated.

Production experience in the areas of acting, costume and scenery preparation, production crew, box office, and stage management.

103 THEATRE ENCOUNTER 1-3 F,S

May be repeated. Max 6 hrs. Not for credit first sem fresh.

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

110 BASIC ACTING 3 F,S

Maj/min only. Cons inst req. May be repeated. Max 6 hrs.

Basic skills and concepts of acting. Exploration of the actor's internal (psychological-emotional) resources through exercises, discussions, and performance projects.

111 VOCAL TECHNIQUE FOR THE ACTOR I 3 S

THE 110 or equiv and cons inst req. Designed for beginning THE students. Not for credit if had THE 311.

Introductory studies and exercises in relaxation, breathing, alignment, tonal focus, and articulation, leading to an understanding of vocal life and the vocal demands placed upon the actor.

112 IMPROVISATION 3 F

THE 110 or equiv, and cons inst req. Not for credit if had THE 312.

Detailed exploration of improvisational skills as a tool for rehearsal and performance.

113 SCRIPTED MATERIAL 3 S

THE 110 or equiv, and cons inst req. Not for credit if had THE 313.

Analysis, rehearsal, and performance of representative scripts.

125 EXPLORING THE ARTS OF CHINA AND JAPAN 3 S

Also offered as ART/MUS 125.

A general survey of the major fine arts traditions of China and Japan: visual arts, music, and theatre.

130 INTRODUCTION TO COSTUME 3 F,S

Lab arranged.

Study and practical application of costume construction techniques and the study of basic costume design practice.

150 INTRODUCTION TO THE THEATRE 3 US-6 F,S

Not for credit THE maj/min.

Special attention to the productions being given during the semester.

151 HISTORY OF THE THEATRE IN WESTERN CULTURE 3 US-2 F,S

Not for credit maj/min.

Introductory survey of the history of the Western theatre from its origins to the present, with particular emphasis on the influences of previous theatrical periods on the theatre of our time.

153 INTRODUCTION TO ACTING 3 F,S

Not for credit maj/min.

Introduction to process and nature of acting; variety of theatre experiences to encourage an understanding and appreciation of actor's craft.

154 INTRODUCTION TO BLACK DRAMA AND THEATRE 3 F

Exploration of the plays of the Afro-American dramatist from the Harlem Renaissance to the Black Arts Movement through lecture, discussion, and workshop techniques.

160 STAGECRAFT 3 F,S

Lab and/or conc reg, THE 102 or 302 req.

Theory and technique of basic construction and rigging procedures.

170 INTRODUCTION TO FILM ART 3 US-6 F,S

Artistic and social values of the cinema as a contemporary art form. Screening and discussion of selected films.

171 HISTORY OF THE AMERICAN FILM 3 S

The art and thought of 20th century American life as interpreted through the film.

183 PUPPETRY 3

Also offered as ART 183.

Introduction to the performance art of puppetry and its educational applications: history, staging, construction, and manipulation of hand, rod, and shadow puppets.

185 CONTINUING ORIENTATION TO THEATRE EDUCATION I 1/2 F,S

Enrollment limited to THE Ed maj, who must enroll for 1/2 hr per semester for 8 semesters in THE 185 and 285 for a total of 4 hours. Conc reg may be arranged; exceptions (especially for transfer students) to the sem req by cons dept chair. Structured as a self-instructional program with a series of required experiences and sequential developmental evaluations which are to be completed prior to student teaching. Students will be required to attend formal class meetings during their initial semester to review procedures for observation and participation in individualized field experiences in THE Ed. Succeeding semesters of enrollment are on a self-instructional basis with individual conferences scheduled for advisement and assessment.

Principles of administering a secondary-school theatre program as a learning facilitator, co-curricular director, and theatre professional.

237 STAGE MAKE-UP 2 F,S

THE 100 req. Materials charge optional.

Introduction to make-up technique through lecture-demonstration and laboratory practice. Development of ability in corrective and prosthetic make-up for characterization.

240 PRINCIPLES OF STAGE DIRECTION 3 F,S

THE 100, 160 req.

Acquaints the student with the basic principles of stage direction and provides a basic vocabulary and methodology.

250 ARTS AND THE MODERN WORLD 3 US-6 F,S

Also offered as ART/MUS 250.

An introductory, interdisciplinary course examining great works of art, music, and theatre as they define and transmit cultural traditions and humanistic values in the modern western world.

259 AESTHETIC EXPERIENCE 1 F,S

Also offered as ART/MUS 259. May be repeated. Max 3 hrs.

Available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and analyze past events.

260 TECHNICAL PROCEDURES 3 F,S

THE 160 req. May be repeated. Max 6 hrs.

Procedures and problems of technical production.

261 LIGHTING FOR STAGE AND TELEVISION 3 S

THE 160, 260 or cons instr req.

Instrumentation, aesthetics, application of theatrical and television lighting through classroom-laboratory study.

270 THE DOCUMENTARY IN FILM AND BROADCASTING 3 S

Also offered as COM 270.

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

271 SURVEY OF NON-WESTERN FILM 3 US-8 S

Cross-cultural study of the historical and aesthetic development of non-western national cinemas through selected African, Indian, Japanese, and Chinese films.

280 CREATIVE DRAMA 3 F,S

Observations and practical activities req. Not for credit if in El Ed Core Program.

Theory and use of drama in classrooms, camps, youth groups, and other instructional situations. Provides an awareness of personal creative potential through drama.

285 CONTINUING ORIENTATION TO THEATRE EDUCATION II 1/2 F,S

Incl Clin Exp.

Continuation of THE 185: principles of administering a secondary-school theatre program as a learning facilitator, co-curricular director, and theatre professional.

302 THEATRE PRACTICUM 1-3 F,S

May be repeated.

Production experience in the areas of acting, costume and scenery preparation, production crew, box office, and stage management.

303 THEATRE ENCOUNTER 1-3 F,S

May be repeated. Max 6 hrs. Cons inst req. MFA students may enroll for credit in each term of residency.

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

309 DIRECTED PROJECTS 1-3 F,S

Cons inst req. May be repeated.

Individually supervised study for the advanced student.

311 VOCAL TECHNIQUE FOR THE ACTOR I 3 S

THE 110 or equiv, and cons inst req. Designed for jrs and srs with prior vocal exper in acting. Not for credit if had THE 111.

Introductory studies and exercises in relaxation, breathing, alignment, tonal focus, and articulation, leading to an understanding of vocal life and the vocal demands placed upon the actor.

312 IMPROVISATION 3 F

THE 110 or equiv, and cons inst req. Not for credit if had THE 112.

Detailed exploration of improvisational skills as a tool for rehearsal and performance.

313 SCRIPTED MATERIAL 3 S

THE 110 or equiv, and cons inst req. Not for credit if had THE 113.

Analysis, rehearsal, and performance of representative scripts.

314 ACTING STYLE: DISCOVERY AND PERFORMANCE 3 F,S

THE 110 or equiv, and cons inst req. May be repeated.

Analysis, rehearsal, and performance technique examined through the work of a particular playwright.

315 ACTING: EXPLORING CHARACTERIZATIONS THROUGH ANIMAL EXERCISES 3 F,S

THE 110 or equiv, and cons inst req. May be repeated.

Techniques of actor research and characterization using animal models. Exploration of primitive behavior patterns requiring the actor's total physical and psychological commitment.

316 ACTING FOR THE MUSICAL THEATRE 3 S

Cons inst req.

Acting problems inherent in performing for various forms of musical theatre. Work to include preparation of musical numbers and scenes.

317 VOCAL TECHNIQUE FOR THE ACTOR II 3 F

THE 111 or 311 or equiv, and cons inst req.

Advanced studies in vocal discipline for actors, including exercises in breath control, relaxation, alignment, tonal focus, and articulation.

318 VOCAL TECHNIQUE FOR THE ACTOR III 3 F,S

THE 317 and cons inst req. May be repeated. Max 9 hrs.

Further development of the actor's vocal discipline and resources focusing on specialized textual study, character acting, and vocal improvisation.

320 STAGE MOVEMENT I 3 F

Cons inst req.

Fundamental principles of stage movement, physical improvisation, traditional stage deportment, performing in period costumes.

321 STAGE MOVEMENT II 3 S

THE 320 and cons inst req.

Advanced movement techniques including a study of period dances, stage violence, and mime.

322 AUDITIONING 3 F

THE 314 and cons inst req.

Preparation, performance, and evaluation of numerous audition projects; discussion of the actor's search for employment in the professional theatre.

323 DIAGNOSTIC STUDIO FOR ACTORS	3	S	362 STAGE DESIGN	3	F
<i>THE 322 and cons inst req.</i>			<i>THE 160, 260 req.</i>		
Performance work specifically and individually devised to treat the diagnosed needs of each student's development as an actor.			Nature, function, and aesthetics of scene design, with practice in composition.		
324 STAGE MOVEMENT III	3	F,S	363 ADVANCED DESIGN	3	S
<i>THE 320, 321 and cons inst req. May be repeated. Max 9 hrs.</i>			<i>THE 362 req. May be repeated. Max 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency.</i>		
Continuation of movement training, varying from semester to semester in special areas including mime, stage combat, mask, and circus techniques.			Intensive work in the areas of design and rendering for the stage; emphasis upon new materials and techniques.		
330 THEATRICAL COSTUME DESIGN	3	S	364 ADVANCED PROJECTS IN DESIGN	2-4	F,S
<i>THE 130 req. May be repeated. Max 6 hrs toward masters degree. MFA student may enroll for credit in each term of residency.</i>			<i>May be repeated.</i>		
Research and practical application to theatrical costume designing; use of dramatic analysis.			Design and production problems as they relate to productions being mounted by the Department of Theatre. Emphasis placed upon creative and collaborative aspects of producing theatre.		
331 HISTORY AND STYLES OF STAGE COSTUMING	3	F	365 SCENE PAINTING	3	S
<i>THE 130 req.</i>			<i>Materials charge optional.</i>		
The costume's reflection of cultural and social milieu and the costume's application to the stage.			Development of the skills necessary for the organization, preparation, and execution of painted scenery for the stage.		
332 COSTUME CONSTRUCTION	3	S	367 SCENOGRAPHIC TECHNIQUES	3	S
<i>THE 130 and cons inst req. Lab arranged.</i>			<i>IT 210 or equiv req.</i>		
Pattern drafting, draping, fitting, and specialized construction techniques for the theatrical costume craftsman.			Descriptive geometry and drafting techniques that are necessary in developing three-dimensional stage space and scenic units into plans, elevations, and working drawings.		
333 COSTUME CRAFTS	3		370 HISTORY OF THE CINEMA	3	F,S
<i>THE 130 req. Materials charge optional.</i>			<i>Lab: screening of significant films.</i>		
Theory and technique of costume construction and use of special materials.			Historical and aesthetic development of the cinema.		
340 DIRECTING WORKSHOP	3	F,S	371 FILM THEORY AND CRITICISM	3	F
<i>THE 240 req. May be repeated. Max 6 hrs toward degree program.</i>			<i>Taught in Fall of even-numbered years.</i>		
Principles and methodologies of stage direction applied to particular problems in a workshop format.			Theories relating to the art of filmmaking.		
341 ORAL INTERPRETATION OF LITERATURE II	3	S	375 THEATRE IN LATIN AMERICA	3	F
<i>THE 101 req.</i>			<i>Taught in English.</i>		
Group forms of Interpretation—Readers Theatre and Chamber Theatre, with experiences to provide the student with practical applications of theory and principle.			History, literature, and theatre production in Spanish-speaking Americas, emphasizing the period 1920-present.		
344 PRINCIPLES OF THEATRE MANAGEMENT	3	S	376 THEATRE HISTORY I	4	F
<i>Lab arranged.</i>			<i>THE 100 req.</i>		
Introduction and demonstration of the practices and procedures of theatre management in today's theatre.			History of drama and theatrical production from its origin to approximately 1775.		
348 PLAYWRITING	3		377 THEATRE HISTORY II	4	S
<i>Also offered as ENG 348.</i>			<i>THE 100, 376 req.</i>		
Playwriting techniques of selected masters with practical application of techniques in writing original plays.			History of drama and theatrical production from the late 18th century to the present.		
359 COMPUTER-BASED ART AND GRAPHIC DESIGN	3	F,S	378 SHAKESPEARE ON STAGE	3	Summer
<i>ART/MUS/THE 386 or cons inst req. Also offered as ART 359.</i>			<i>May be repeated once. Also offered as ENG 378.</i>		
Application of advanced two and three-dimensional graphics programs to solve creative problems in the visual and theatrical arts.			Intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.		
361 ADVANCED STAGE LIGHTING	3	F	381 CREATIVE DRAMA PRACTICUM	2-3	F,S
<i>THE 261 req.</i>			<i>THE 280 or C&I 250, and cons inst req. Incl Clin Exp.</i>		
Lighting design for proscenium and non-proscenium production; attention to system design.			Gain practical experience in creative drama teaching by leading a class in drama under faculty supervision for a semester.		
385 PRINCIPLES OF THEATRE EDUCATION	5	F	385 PRINCIPLES OF THEATRE EDUCATION	5	F
<i>THE 285, C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or conc reg req. Incl Clin Exp. Adm to Teacher Ed req.</i>			<i>THE 285, C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or conc reg req. Incl Clin Exp. Adm to Teacher Ed req.</i>		
Philosophies of theatre education, teaching strategies, co-curricular programs, textbook analyses, professional organizations, and related field experience.					

386 INTRODUCTION TO MICROCOMPUTER APPLICATIONS IN THE ARTS 3 F,S
Also offered as ART/THE 386. Jr stand; 9 hrs of ART, MUS, or THE; and cons inst req. Formerly ART 389.77 MICROCOMPUTER APPLICATIONS IN THE ARTS. Materials charge optional.

An introduction to microcomputer systems and their applications as creative tools in art, music, and theatre.

387 SOFTWARE DESIGN IN THE ARTS 3 F
ART/MUS/THE 386 or cons inst req. Also offered as ART 387 and MUS 387.

Designing and programming microcomputer-based software which solve particular applications problems in the fine arts.

388 SELECTED TOPICS IN ARTS TECHNOLOGY 3 F
ART/MUS/THE 386 or cons instr req. Also offered as ART/MUS 388. May be repeated if content different. Not for grad credit.

Varied emphasis reflecting integration of computers with digital sound/graphic technologies and authoring tools for applications in the arts.

390 ADMINISTRATION OF ARTS ORGANIZATIONS 3

ART, MUS, or THE maj; or cons inst. Also offered as ART/MUS 390.

Management and promotion of art centers, art councils, performing organizations, museums, and galleries.

398 PROFESSIONAL PRACTICE IN THEATRE 1-6 F,S

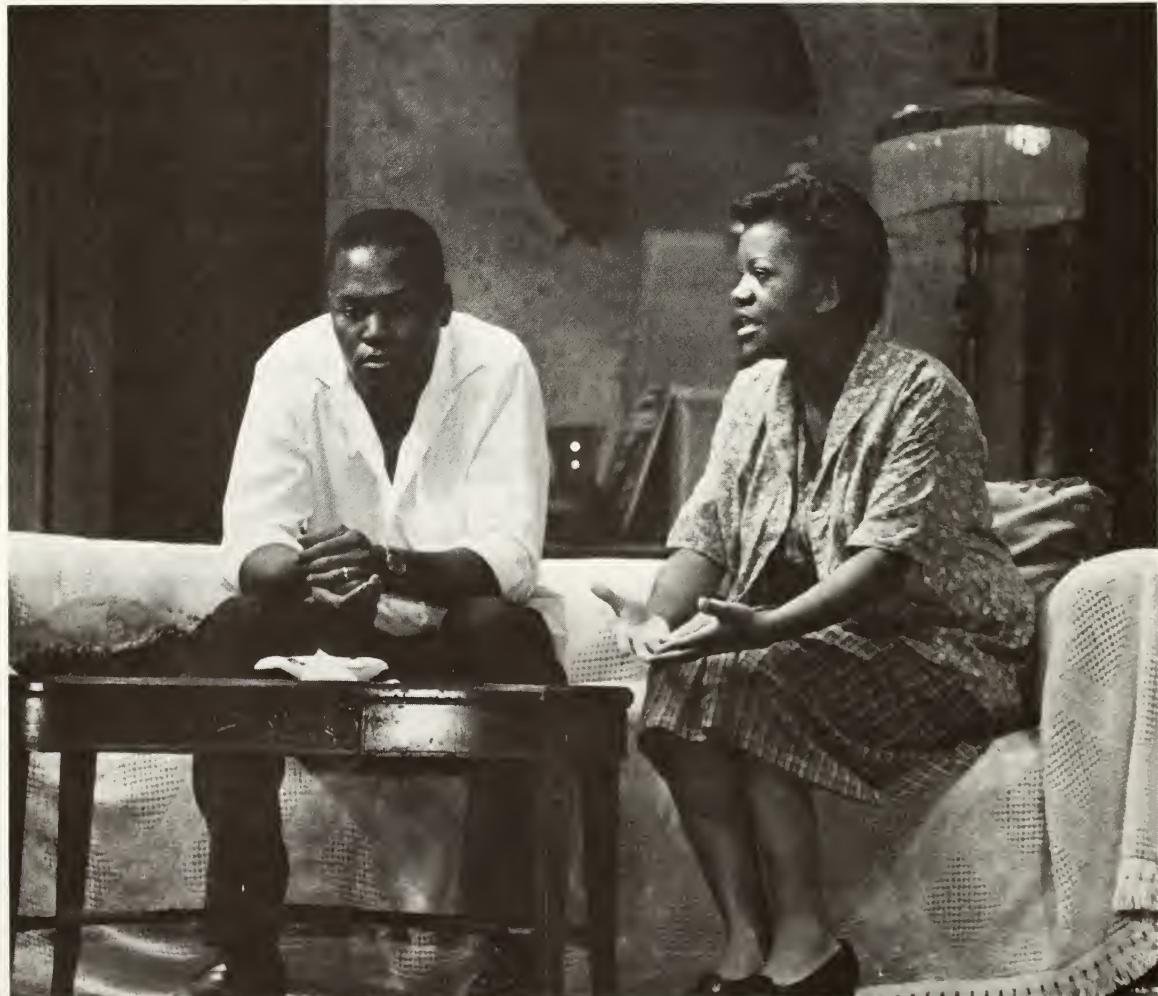
Supervised theatre work experiences in local, state, national, and international businesses, agencies, institutions, and organizations which are planned, administered, and supervised by the Theatre Department.

398.09 PROFESSIONAL PRACTICE COOPERATIVE EDUCATION/INTERNSHIP

IN ARTS MICROCOMPUTER APPLICATIONS 2-6 F,S

ART/MUS/THE 386. One course selected from MUS 211, ART/THE 359, or ART/MUS/THE 387. Junior level or above in area of concentration. Minimum GPA 2.5.

Cooperative education/internship providing the opportunity to apply knowledge of microcomputer arts applications in arts agencies, business, and/or education settings.



John Spears and Nyoka McKinney in *A Raisin in the Sun*, an entry in the American College Theatre Festival at Kennedy Center in Washington, D.C.

UNIVERSITY FACULTY AND ADMINISTRATIVE STAFF

THE FOLLOWING IS A LIST OF FACULTY AND ADMINISTRATIVE STAFF MEMBERS AS OF THE FIRST SEMESTER OF THE 1989-90 ACADEMIC YEAR. THE LISTING REFLECTS ACADEMIC RANKS, TITLES, AND ASSIGNMENTS IN EFFECT DURING 1989-90. ONLY THE HIGHEST ACADEMIC DEGREE IS INDICATED FOR EACH FACULTY MEMBER.

Adil Abdalla	Assistant Professor, Economics Ph.D., University of Iowa	Paul Simon Anderson	Associate Professor, Geography - Geology Ph.D., Australian National University	Denise Lorrain Banks	Acting Student Judicial Counselor M.S., Illinois State University
Jerry Wayne Abner	Program Coordinator, Continuing Education and Public Service B.S., Illinois State University	Roger Clark Anderson	Professor, Biological Sciences Ph.D., University of Wisconsin-Madison	Wilson P. Banks	Assistant Professor, Mathematics Ph.D., University of Illinois-Urbana
Ellen Maxine Abshire	Assistant Professor, Health, Physical Education, Recreation and Dance M.S., Indiana University-Bloomington	Louis E. Andrade	Assistant Professor, Philosophy Ph.D., University of Nebraska-Lincoln	Donna Roszak Banner	Assistant Director, Admissions M.S., Illinois State University
Barbara Frances Acker	Assistant Professor, Theatre Ph.D., Wayne State University	Susan Kay Appel	Assistant Professor, Art M.A., University of Iowa	Paul Richard Banner	Coordinator, Micro-Computer Laboratories, Applied Computer Science B.A., Illinois State University
Melissa J. Adams	Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	Mary Louise Apple	Faculty Associate, Metcalf Elementary School B.A., Xavier University	Carolyn Zella Bartlett	Associate Director, Admissions and Records Ed.D., Illinois State University
Steven L. Adams	Associate Director, Admissions and Coord. School and College Relation B.S., Illinois Wesleyan University	William Carthon Archer	Associate Professor, Art Ph.D., University of Virginia	Catherine Nizzi Batsche	Associate Vice President, Academic Planning and Program Development Associate Professor, Home Economics Ph.D., Illinois State University
Vernon A. Adams	Director, Community College Relations Ph.D., University of Illinois-Urbana	William Thomas Archibald	Assistant to Dean, Arts and Sciences B.S., Illinois State University	Michael Church Baum	Associate Director, Student Counseling Center Ph.D., University of Texas-Austin
Kathleen M. Ahlers	Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	Ruben R. Arjona	Assistant Athletic Trainer M.S., Illinois State University	Barbara Baird Beccue	Professor, Applied Computer Science Ph.D., University of Illinois-Urbana
Richard N. Albert	Assistant Professor, English M.S., University of Wisconsin-Madison	Donald J. Armstrong	Professor, Music D.M.A., University of Texas-Austin	Bradford M. Beebe	Counselor, Student Counseling Center M.A., University of Louisville
Diane Marie Alexander	Academic Advisor, Criminal Justice Sciences M.S., Illinois State University	Joseph Everett Armstrong	Professor, Biological Sciences Ph.D., Miami University-Oxford	Erazm Jerzy Behr	Assistant Professor, Mathematics Ph.D., University of California-San Diego
James A. Alexander	Vice President, Business and Finance J.D., Yale University	Karen Lynn Arnold	Faculty Associate, Metcalf Elementary School M.M.Ed., Illinois State University	Penny Belknap	Braden Auditorium Manager M.S., Illinois State University
Wilma Jean Alexander	Department Chairperson Professor, Business Education and Administrative Services Ed.D., Oklahoma State University	Patricia Arnold	Faculty Associate, Metcalf Elementary School M.A.T., Northwestern University	Janet Sharon Bell	Assistant Director, Financial Aid M.S. in Ed., Illinois State University
Larry Allen Alferink	Department Chairperson Associate Professor, Psychology Ph.D., Utah State University	Robert Arnold	Associate Professor, Educational Administration and Foundations Ed.D., Northern Illinois University	Robert Michael Bender	Head Mens Basketball Coach B.A., Duke University
James Joseph Alstrum	Associate Professor, Foreign Languages Ph.D., Vanderbilt University	Candace Jean Arthur	Assistant Librarian Associate Professor, Milner Library M.S., University of Illinois-Urbana	Wayne Alan Benenson	Assistant Professor, Curriculum and Instruction Ph.D., University of Idaho
John Kevin Althoff	Assistant to Director, Intercollegiate Athletics M.S., St. Thomas University	George F. Asbury	Associate Professor, Geography - Geology Ph.D., University of Michigan-Ann Arbor	Stephanie A. Bennett	Coordinator, Academic Services M.S. in Ed., Eastern Illinois University
Stephanie Amster	Associate Professor, Art M.F.A., University of Texas-Austin	Miryam Assaf-Keller	Assistant Professor, Specialized Educational Development Ph.D., Southern Illinois University-Carbondale	Richard Lynn Berg	Associate Professor, Educational Administration and Foundations Ed.D., Illinois State University
Susan Frederica Amster	Professor, Art Ph.D., University of Texas-Austin	Roy A. Austensen	Associate Vice President, Instruction Professor, History Ph.D., University of Illinois-Urbana	Bruce Lind Bergethon	Director, Radio Production M.A., Temple University
David L. Anderson	Assistant Professor, Philosophy Ph.D., Harvard University	G. Thomas Baer	Professor, Curriculum and Instruction Ed.D., Northern Illinois University	Raymond Michael Bergner	Professor, Psychology Ph.D., University of Colorado-Boulder
Edward T. Anderson	Acting Vice President, Institutional Advancement and Executive Director, Illinois State University Foundation	Donna M. Bagley	Assistant Professor, Curriculum and Instruction Ph.D., University of Oregon	Peter V. Bergstrom	Assistant Professor, History Ph.D., University of New Hampshire
Frances E. Anderson	Professor, Art Ed.D., Indiana University-Bloomington	William Sims Bainbridge	Professor, Sociology, Anthropology and Social Work Ph.D., Harvard University	Kenneth N. Berk	Professor, Mathematics Ph.D., University of Minnesota-Twin Cities
Kalyn Jana Anderson	Counselor, Student Counseling Center Ph.D., University of Iowa	Paul James Baker	Professor, Educational Administration and Foundations Ph.D., Duke University	Laura E. Berk	Professor, Psychology Ph.D., University of Chicago
Karen Lee Anderson	Director, Laboratory Schools Special Education Ed.D., Illinois State University	Robert Lawrence Baker	Associate Professor, Specialized Educational Development Ed.D., Syracuse University	B. Anne Berry	Coordinator, Residence Hall M.A., Marshall University
		Margaret K. Balbach	Professor, Agriculture Ph.D., University of Illinois-Urbana	Norman C. Bettis	Professor, Curriculum and Instruction Ph.D., Michigan State University
		Brian John Baldea	Academic Advisor, Health, Physical Education, Recreation and Dance M.S., University of Illinois-Urbana	Thomas James Bierna	Assistant Professor, Health Sciences M.B.A., University of Illinois-Urbana
		Nancy Lynn Baldoni	Academic Advisor, Finance and Law B.A., Western Illinois University	Barbara Trost Bills	Faculty Associate, University High School M.S., Illinois State University
		Linda Ann Ball	Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University	John Francis Binning	Associate Professor, Psychology Ph.D., University of Akron
		K. Gerald Balls	Assistant Professor, English M.S., Utah State University	Dale E. Birkenholz	Professor, Biological Sciences Ph.D., University of Florida
				Maureen Estelle Blair	Acting Assistant Director, Residential Life M.S. in Ed., Eastern Illinois University

Marilyn Frechin Blank
Faculty Associate, Metcalf Elementary School
B.S. in Ed., Emporia State University

Barry Robert Blinderman
Director, University Galleries
M.A., University of Pennsylvania

Barbara Lichty Blunk
Faculty Associate, University High School
M.S., Illinois State University

John K. Boaz
Associate Vice President, Administrative Services
Associate Professor, Communication
Ph.D., Wayne State University

Willard Bohn
Professor, Foreign Languages
Ph.D., University of California-Berkeley

James Alan Boitor
Associate Professor, Music
M.M., Northwestern University

Jean Marie Bonin
Assistant Librarian
Assistant Professor, Milner Library
M.S.L.S., University of North Carolina-Chapel Hill

Sarah Jean Booth
Faculty Associate, Metcalf Elementary School
Ed.D., Illinois State University

Paul William Borg
Associate Professor, Music
Ph.D., Indiana University-Bloomington

David Wellington Borst, Jr.
Associate Professor, Biological Sciences
Ph.D., University of California-Los Angeles

Mack L. Bowen
Professor, Specialized Educational Development
Ph.D., University of Illinois-Urbana

Nancy Joanne Bowen
Health Educator
M.P.H., University of South Carolina-Columbia

Joanne C. Bowers
Head Womens Gymnastic Coach
M.A. Ed., Austin Peay State University

John W. Bowers
Assistant Mens Football Coach
M.S. in Ed., James Madison University

Clarence Alvin Bowman
Associate Professor, Speech Pathology and Audiology
Ph.D., University of Illinois-Urbana

Mary Denice Bowman
Faculty Associate, Metcalf Elementary School
B.A., Augustana College

Fay F. Bowen
Professor, Specialized Educational Development
Ed.D., University of New Mexico

Harold E. Boyd
Professor, Art
M.F.A., University of Kansas

John Rupe Boyd
Faculty Associate, University High School
M.A., Illinois State University

Marilyn Miller Boyd
Coordinator, International House Programs
M.A., Illinois State University

Mary Ann Boyd
Faculty Associate, University High School and Metcalf Elementary School
M.A., Illinois State University

Judith Boyer
Associate Vice President, Student Affairs
M.A., Illinois State University

George J. Brabb
Professor, Management and Quantitative Methods
Ph.D., University of Illinois-Urbana

James Leonard Bradford
Coordinator, Media Services
Ph.D., Ohio State University

Robert Charles Bradley
Assistant Professor, Political Science
Ph.D., University of Kentucky

Michele L. Brady
Director, Illinois Special Olympics
B.A., Miami University-Oxford

Nancy J. Aabel Bragg
Associate Director, Honors
M.S. in Ed., Illinois State University

Paul E. Brauchle
Associate Professor, Industrial Technology
Ph.D., University of Missouri-Columbia

Joseph A. Braun, Jr.
Associate Professor, Curriculum and Instruction
Ed.D., Northern Illinois University

Peggy Brennan
Coordinator, Academic Services
M.S., Illinois State University

Mary Beth Bridgeman
Program Coordinator, Continuing Education and Public Service
B.S., Illinois State University

John Ernest Briggs
Faculty Associate, University High School
M.S. in Ed., Illinois State University

Herman E. Brockman
Distinguished Professor, Biological Sciences
Ph.D., Florida State University

Dwight Ernest Brooks
Assistant Professor, Communication
M.A., Ohio State University

Joel Elliott Brooks
Assistant Professor, Political Science
Ph.D., Carleton University

Lester S. Brooks
Assistant Professor, History
Ph.D., University of Michigan-Ann Arbor

Irene T. Brosnahan
Associate Professor, English
Ph.D., Georgetown University

Leger N. Brosnahan
Professor, English
Ph.D., Harvard University

Daniel P. Browder
Assistant Professor, Theatre
M.F.A., Indiana University-Bloomington

Dale Douglas Brown
Assistant Professor, Health, Physical Education, Recreation and Dance
M.S. in Ed., Southern Illinois University-Carbondale

Janice Elaine Brown
Faculty Associate, Metcalf Elementary School
M.S. in Ed., Illinois State University

Lauren E. Brown
Professor, Biological Sciences
Ph.D., University of Texas-Austin

Lynn H. Brown
Associate Professor, Mathematics
Ph.D., University of Iowa

Richard Lawrence Brown
Coordinator, Residence Hall
M.Ed., University of North Carolina-Greensboro

Ryan Keith Brown
Assistant Professor, Industrial Technology
M.S., Eastern Kentucky University

Sandra C. Brown
Faculty Associate, University High School
M.S., Illinois State University

Hiram W. Brownell, Jr.
Assistant Director, Illinois Special Olympics
B.A., Monmouth College

Harold B. Bruker
Acting Admissions Counselor
B.S., Carroll College

Larry J. Brumbaugh
Assistant Professor, Applied Computer Science
M.S., University of Kentucky

Michael Allen Brunt
Associate Professor, Speech Pathology and Audiology
Ph.D., University of Kansas

Donna Veronica Bruyere
Associate Professor, Specialized Educational Development
Ph.D., University of Oregon

Robinzina Bryant
Counselor, Special Services for Disadvantaged Students
B.S., Illinois State University

Ronald Leon Budig
Professor, Health Sciences
Ph.D., Illinois State University

Thaddeus G. Bugs
Assistant Mens Football Coach
B.S., Hillsdale College

Roger K. Bunting
Professor, Chemistry
Ph.D., Pennsylvania State University

John Warren Burgess
Staff Physician
M.D., University of Michigan-Ann Arbor

Marsha Lynn Burnett
Faculty Associate, Laboratory Schools Special Education
M.S., Illinois State University

Lucille Lawrence Buscher
Coordinator, Clinical Experiences and Certification Processes
M.S. in Ed., Illinois State University

James Douglas Butler
Professor, Art
M.F.A., University of Nebraska-Lincoln

Sharon Ann Butt
Faculty Associate, Laboratory Schools Special Education
B.S. in Ed., Illinois State University

Jerome Richard Cain
Assistant to Provost
Professor, Biological Sciences
Ph.D., University of Connecticut

Thomas E. Caldwell
Professor, Specialized Educational Development
Ed.D., University of Kansas

Harry Lawrence Campbell
Associate Professor, Industrial Technology
Ph.D., Ohio State University

Mary Peterman Campbell
Associate Professor, Sociology, Anthropology and Social Work
M.S.W., Ohio State University

Marie E. Canabal
Assistant Professor, Home Economics
Ph.D., University of Illinois-Urbana

Angelo Paul Caparella
Assistant Professor, Biological Sciences
Ph.D., Louisiana State University

Dennis William Cappitelli
Staff Physician
D.O., Chicago College of Osteopathic Medicine

Jeffrey Lon Carlson
Assistant Professor, Economics
Ph.D., University of Illinois-Urbana

Charlotte Peterson Carr
Professor, Home Economics
Ph.D., Southern Illinois University-Carbondale

Robin Lee Carr
Associate Professor, English
Ph.D., University of Illinois-Urbana

Floyd Graves Carroll II
Counselor, Special Services for Disadvantaged Students
M.A., Roosevelt University

Marian J. Carroll
Assistant Librarian
Associate Professor, Milner Library
Ed.S., George Peabody College for Teachers

Timothy Jay Carter
Head Soccer Coach
B.A., University of Southern Maine

Salvatore J. Catanzaro
Assistant Professor, Psychology
Ph.D., University of Connecticut

Kevin Gerard Celuch
Assistant Professor, Marketing
Ph.D., Syracuse University

Robert Curry Chandler
Assistant Professor, Communication
Ph.D., University of Kansas

S. J. Chang
Assistant Professor, Finance and Law
Ph.D., University of Maryland

Elizabeth A. Chapman
Dean, Applied Science and Technology
Professor, Health, Physical Education, Recreation and Dance
Ph.D., University of Southern California

Nancy L. Chapman
Associate Professor, Health, Physical Education, Recreation and Dance
Ed.D., University of North Carolina-Greensboro

Michael Timothy Charles
Department Chairperson
Associate Professor, Criminal Justice Sciences
Ph.D., Michigan State University

Stephan Barry Charton
Principal, University High School
Ed.D., Rutgers University

Aristides B. Chavetz
Professor, Music
M.M., University of New Mexico

David B. Chesebrough Assistant Department Chairperson, History D.A., Illinois State University	Glen Eldon Collier Acting Department Chairperson, Philosophy Professor, Biological Sciences Ph.D., Cornell University	John H. Crotts Professor, Curriculum and Instruction Ed.D., University of Missouri-Columbia
Hou Tak Cheung Professor, Biological Sciences Ph.D., University of Wisconsin-Madison	Patricia Ellen Colter Program Coordinator, Continuing Education and Public Service M.S. in Ed., Illinois State University	Galen Burdell Crow Assistant Professor, Applied Computer Science M.S., Illinois State University
Frank T. Chiido Associate Professor, Health, Physical Education, Recreation and Dance (University High School) Ed.D., University of Southern Mississippi	Regina A. Bahner Colvin Coordinator, Academic Advisement M.S. in Ed., Indiana University-Bloomington	Dennis Jay Crowell Academic Advisor, Sociology, Anthropology and Social Work M.S.W., University of Illinois-Urbana
Sharad Shanker Chitgopekar Professor, Management and Quantitative Methods Ph.D., Florida State University	William E. Colvin Professor, Art Ed.D., Illinois State University	E. Paula Crowley Assistant Professor, Specialized Educational Development Ph.D., University of Virginia
John F. Chizmar Assistant to President for Planning and Resource Management Professor, Economics Ph.D., Boston College	Mark Edward Comadena Associate Professor, Communication Ph.D., Purdue University	Cathleen Mary Culen Coordinator, Residence Hall M.M., Michigan State University
Carol Ann Chrisman Professor, Applied Computer Science Ph.D., Purdue University	Jane E. B. Compagna Associate Director, Student Life and Programs M.S. in Ed., University of Southern California	William Ray Cummins Assistant Director, Institutional Research M.S., Illinois State University
Gerry Lee Chrisman Associate Professor, Applied Computer Science Ph.D., Purdue University	Janet Marie Cook Assistant Professor, Applied Computer Science M.A., University of California-Berkeley	Mary Ellen Cunningham Director, Social Work Associate Professor, Sociology, Anthropology and Social Work D.S.W., University of California-Berkeley
Richard Christensen Assistant Librarian Associate Professor, Milner Library M.A., University of Iowa	William Timothy Coombs Assistant Professor, Communication M.A., Purdue University	William Richard Cupach Associate Professor, Communication Ph.D., University of Southern California
Curtis Kenneth Christenson Faculty Associate, University High School M.S. in Ed., Illinois State University	Kathleen Marie Cooney Faculty Associate, Laboratory Schools Special Education M.S., Illinois State University	David Ray Currie Associate Professor, Accounting M.A.S., University of Illinois-Urbana
Amanda Kay Christian Faculty Associate, University High School B.S. in Ed., Illinois State University	Robert Corbett Department Chairperson Professor, Geography - Geology Ph.D., University of Michigan-Ann Arbor	Anita L. Curtis Associate Professor, Specialized Educational Development Ed.D., Indiana University-Bloomington
Wilbur W. Chrudimsky Associate Professor, Agriculture Ph.D., Oklahoma State University	Beverly Lee Cornell Faculty Associate, University High School B.S. in Ed., Illinois State University	Deborah J. Curtis Assistant Professor, Curriculum and Instruction Ph.D., Indiana State University
Tsan Lang Chuang Professor, Biological Sciences Ph.D., University of California-Berkeley	Arthur B. Corra Department Chairperson Professor, Music Mus.D., Indiana University-Bloomington	Craig Warren Cutbirth Associate Professor, Communication Ph.D., Bowling Green State University
Brian Keith Clark Assistant Professor, Physics Ph.D., University of Missouri-Rolla	Maurine Joyce Corsaut Associate Professor, Health Sciences M.S. in Ed., Illinois State University	Patricia P. Czerwinski Assistant Director, Institutional Research B.A., Saint Louis University
Christine Anne Clark Head Golf Coach B.S., Illinois State University	Peter D. Couch Professor, Management and Quantitative Methods Ph.D., University of Wisconsin-Madison	Richard H. Dammers Professor, English Ph.D., University of Notre Dame
Gary J. Clark Associate Professor, Chemistry Ph.D., University of Utah	Charles John Coughlan Head Mens Cross Country, Track and Field Coach M.S. in Ed., Northern Illinois University	Jay Joseph Davide Mens Athletic Trainer B.S., University of Wisconsin-LaCrosse
Janet L. Claus Academic Advisor M.A., Illinois State University	Carrol B. Cox Assistant Professor, English Ph.D., University of Michigan-Ann Arbor	Raymond A. Davidson, Jr. Assistant Professor, Curriculum and Instruction Ph.D., Texas A & M University
Kathleen Malone Clesson Faculty Associate, University High School M.Ed., University of Illinois-Urbana	James Edward Cox, Jr. Professor, Marketing Ph.D., University of Illinois-Urbana	Donald Edward Davis Professor, History Ph.D., Indiana University-Bloomington
R. Eloise Cline Assistant Librarian Associate Professor, Milner Library M.S., University of Illinois-Urbana	Steven Grahn Cox Associate Professor, Criminal Justice Sciences Ph.D., University of Iowa	Gloria-Jeanne Davis Assistant to President for Minority Affairs Ph.D., Illinois State University
Donald J. Cochran Counselor, Student Counseling Center Ph.D., University of Arizona	John Francis Cragan Professor, Communication Ph.D., University of Minnesota-Twin Cities	Karen Samz Davis Faculty Associate, University High School M.A., Illinois State University
John David Code Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	Caroline Keri Craig Assistant Professor, Accounting Ph.D., University of Illinois-Urbana	Wilbert Douglas Davis, Jr. Academic Advisor M.A.Ed., Eastern Kentucky University
James D. Coe Assistant Professor, Specialized Educational Development M.A., Clarke College	Thomas Robert Craig Associate Professor, Accounting Ph.D., University of Illinois-Urbana	William F. Davis, Jr. Director, Research and Sponsored Programs Ph.D., Texas A & M University
Ann Cohen Director, Community Research Services Associate Professor, Political Science Ph.D., University of Minnesota-Twin Cities	John C. Cralley Associate Professor, Biological Sciences Ph.D., University of Illinois-Urbana	Julian Dawson Professor, Music B.M., University of Dublin
Ira Cohen Director, Honors Program Associate Professor, History Ph.D., New York University	William J. Crampton Assistant Professor, Accounting M.B.A., Kent State University	James Edgar Day Assistant Professor, Geography - Geology Ph.D., University of Iowa
Raymond L. Cohn Associate Professor, Economics Ph.D., University of Oregon	Gary L. Creasey Assistant Professor, Psychology Ph.D., Virginia Commonwealth University	Robert L. Dean Principal, Metcalf Elementary School Ph.D., University of Wisconsin-Madison
Garold Lee Cole Assistant Librarian Professor, Milner Library M.L.S., University of Oklahoma-Norman	Kenneth J. Crepas Professor, Finance and Law Ph.D., University of Iowa	Tella Marie DeBose Associate Professor, Music M.M., Oberlin College
W. Christopher Cole Acting Associate Director, Student Judicial Office M.S., University of Tennessee-Knoxville	John E. Crew Professor, Physics Ph.D., University of Illinois-Urbana	Desiree De Charms Assistant Librarian Associate Professor, Milner Library M.M., University of Illinois-Urbana

Douglas A. Delong	Robert L. Duncan	Gary L. Fish
Assistant Librarian Associate Professor, Milner Library C.A.S., University of Denver	Professor, English Ph.D., Indiana University-Bloomington	Professor, Accounting Ed.D., University of Illinois-Urbana, C.P.A.
JoAnn Peters DeLuca	David C. Eaton	Judith Ann Fish
Assistant Professor, Chemistry Ph.D., Harvard University	Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Texas-Austin	Academic Advisor M.Ed., University of Illinois-Urbana
James D. Demarest	Jack D. Eddy	Rita Jean Fisher
Director, Physical Facilities B.S., Nebraska Wesleyan University	Faculty Associate, University High School B.S. in Ed., Illinois State University	Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University
Marcia Lynn Dennis	Orlyn P. Edge	Robert L. Fisher
Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Eastern Illinois University	Associate Professor, Mathematics Ph.D., University of Iowa	Acting Department Chairperson Professor, Curriculum and Instruction Ed.D., University of Nebraska-Lincoln
Harry Seton Deutsch	Philip P. Edwards	John Fisk
Associate Professor, Philosophy Ph.D., University of California-Los Angeles	Assistant Professor, Physics M.A., George Peabody College for Teachers	Director, TV Production M.A., Bowling Green State University
Diane E. Devlin	Lawrence C. Eggen	Thomas C. Fitch
Assistant Director, Student Life and Programs B.S., Illinois State University	Department Chairperson Professor, Applied Computer Science Ph.D., University of Oregon	Distinguished Professor, Curriculum and Instruction Ph.D., Michigan State University
Gina R. Chiavini Dew	Ray Eugene Eiben	Dennis Michael Fitzgerald
Academic Advisor B.S., Illinois State University	Department Chairperson Professor, Specialized Educational Development Ph.D., The Ohio State University	Professor, Military Science M.A., Central Michigan University
Prakash L. Dherriya	Bernard Eichen	Dale Edward Fitzgibbons
Assistant Professor, Finance and Law Ph.D., University of North Texas	Professor, Music Curtis Institute of Music	Assistant Professor, Management and Quantitative Methods Ph.D., University of Illinois-Urbana
Conrad Dietz	Carl Bruce Eichstaedt	Gayle Glidden Flickinger
Executive Director, Computing and Information Systems M.S., University of North Dakota	Professor, Health, Physical Education, Recreation and Dance Ph.D., University of New Mexico	Associate Professor, Curriculum and Instruction Ph.D., University of Akron
Marie DiGiammarino	Thomas E. Eimermann	George P. Foeller
Assistant Professor, Music M.M.Ed., University of Georgia	Professor, Political Science Ph.D., University of Illinois-Urbana	Associate Professor, Music M.A., University of Connecticut
Joanna L. Dill	Jack Christopher Eisele	Nancy B. Foldesi
Assistant Director, Financial Aid M.S. in Ed., Purdue University	Associate Professor, Educational Administration and Foundations Ph.D., Ohio State University	Counselor, Student Counseling Center M.A., Central Michigan University
Alan Edward Dillingham	Carl J. Ekberg	Robert S. Foldesi
Department Chairperson Associate Professor, Economics Ph.D., Cornell University	Professor, History Ph.D., Rutgers University	Director, Personnel M.A., Central Michigan University
Robert T. Dirks	James M. Elledge	Ronald John Fortune
Professor, Sociology, Anthropology and Social Work Ph.D., Case Western Reserve University	Assistant Professor, English Ph.D., University of Illinois-Chicago	Associate Professor, English Ph.D., Purdue University
Paul F. Dohrmann	Thomas Ellsworth	John Webster Foster
Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Iowa	Assistant Professor, Criminal Justice Sciences Ph.D., Illinois State University	Associate Professor, Geography - Geology M.S., Ohio State University
Edmund T. Dorner	Cheryl Asper Elzy	Charles E. Francis
Professor, Health Sciences Ph.D., University of Illinois-Urbana	Assistant Librarian Instructor, Milner Library M.S., University of Illinois-Urbana	Professor, Industrial Technology Ed.D., University of Missouri-Columbia
David Leon Doss	Mary Louise Engstrand	Amy L. Franck
Assistant Professor, Applied Computer Science M.S., Rensselaer Polytechnic Institute	Faculty Associate, University High School M.S., Western Connecticut State University	Admissions Counselor B.S., Illinois State University
Karen Sue Dossett	Wayne Harlan Ericson	Lynda J. Frankeberger
Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	Director, Student Health Service Ph.D., University of Northern Colorado	Faculty Associate, University High School M.S., Illinois State University
John A. Dossey	Delbert J. Ervin	David Lee Franklin
Distinguished Professor, Mathematics Ph.D., University of Illinois-Urbana	Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Texas-Austin	Professor, Educational Administration and Foundations Ph.D., Illinois State University
Vickie Douglas	Marcia Deanne Escott	Robert Lee Franklin
Assistant Professor, Health Sciences Ph.D., Ohio State University	Director, Adult Learning Ph.D., Illinois State University	Associate Professor, Management and Quantitative Methods Ph.D., Arizona State University
Chyriell Lynceus Drain	James B. Evans	John B. Freed
Coordinator, Academic Services B.S. in Ed., Illinois State University	Coordinator, Micro-Computer Laboratories Industrial Technology B.S., Saint Cloud State University	Professor, History Ph.D., Princeton University
Frederick Dean Drake	Mary Kay Fairfield	Janice A. Freehill
Supervisor, Student Teachers, History D.A., Illinois State University	Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University	Assistant Director, Residential Life M.S. in Ed., Illinois State University
David O. Draper	Dana Mark Farley	John L. Frehn
Assistant Professor, Health, Physical Education, Recreation and Dance Ed.D., Northern Illinois University	Health Educator M.S., Illinois State University	Professor, Biological Sciences Ph.D., Pennsylvania State University
William Robert Ducett	Farzaneh Fazel-Sarjui	Dennis Ray French
Faculty Associate, University High School M.S. in Ed., Illinois State University	Associate Professor, Management and Quantitative Methods Ph.D., University of Illinois-Urbana	Assistant Professor, Art M.F.A., University of Illinois-Urbana
Timothy Joseph Duffy	Edmund F. Fieck	Arthur L. Freyman
Professor, Accounting Ph.D., Illinois State University	Professor, Finance and Law J.D., University of Illinois-Urbana, C.L.U., Ch.F.C.	Assistant Director, Financial Aid J.D., Indiana University-Bloomington
Wendy A. Duffy	Richard Dean Finch	Stephen H. Friedberg
Assistant Professor, Accounting Ph.D. University of Illinois	Associate Professor, Art M.F.A., Southern Illinois University- Edwardsville	Professor, Mathematics Ph.D., Northwestern University
Michael Phillip Dumler	Melinda Sue Fischer	Bodo Fritzen
Associate Professor, Management and Quantitative Methods D.B.A., University of Kentucky	Head Womens Softball Coach M.S., Illinois State University	Associate Professor, Foreign Languages Ph.D., University of Nebraska-Lincoln
Elaine E. Dunbar		Joseph Bernard Frost
Academic Advisor M.S., Illinois State University		Academic Advisor B.S., Illinois State University
		James Clyde Fry
		Associate Professor, Art B.F.A., University of Illinois-Urbana

Lawrence J. Fryda
Assistant Professor, Industrial Technology
Ph.D., Colorado State University

Frederick W. Fuess
Professor, Agriculture
Ph.D., Michigan State University

Barbara Felmley Funk
Assistant to Dean, Fine Arts
University of Oklahoma-Norman

Michael R. Gallagher
Assistant to Director, Computer Service and Information Technology
M.S., Illinois State University

Wayne H. Galler
Professor, Curriculum and Instruction
Ph.D., University of Wisconsin-Madison

Barbara A. Gallick
Head Teacher, Child Care Center
B.S. in Ed., Illinois State University

Neal Richard Gamsky
Vice President and Dean, Student Affairs
Professor, Psychology
Ph.D., University of Wisconsin-Madison

David Dewayne Gannaway
Director, University High School Athletics
M.S. in Ed., Illinois State University

Ione Marie Garcia
Associate Professor, Curriculum and Instruction
Ed.D., University of Northern Colorado

Myrna Hale Garner
Assistant Professor, Home Economics
Ph.D., University of Illinois-Urbana

Charles Milton Gault
Faculty Associate, University High School
B.S., Eastern Illinois University

Helen Hunt Gehrenbeck
Faculty Associate, Metcalf Elementary School
B.M., MacMurray College

Deborah Barnes Gentry
Assistant Professor, Home Economics
M.Ed., University of Illinois-Urbana

Raymond Ellis George
Professor, Art
M.A.Ed., University of Northern Iowa

Beth Rene' Gerl
Coordinator, Residence Hall
M.S., Illinois State University

Lucia Cordell Getsi
Professor, English
Ph.D., Ohio University

Ray Bryan Giacoletti
Assistant Mens Basketball Coach
B.S. in Ed., Minot State University

Alexandria Lorraine Gibson
Coordinator, Micro-Computer Laboratories, Arts Technology Laboratory
M.M., Illinois State University

Erika W. Gilbert
Assistant Professor, Finance and Law
D.B.A., Southern Illinois University-Carbondale

Susan Dale Gillespie
Assistant Professor, Sociology, Anthropology and Social Work
Ph.D., University of Illinois-Urbana

Cecil S. Giscombe
Assistant Professor, English
M.F.A., Cornell University

George Bernard Glisan
Associate Professor, Marketing
Ph.D., University of Arkansas

William J. Gnagey
Professor, Psychology
Ph.D., Wayne State University

John Vance Godbold
Assistant Dean, Education
Professor, Curriculum and Instruction
Ed.D., University of Florida

Mary Beth Elizabeth Godbold
Coordinator, Clinical Experiences and Certification Processes
M.Ed., University of Florida

Rajeev Kumar Goel
Assistant Professor, Economics
Ph.D., University of Houston

John T. Gooldi
Director, Undergraduate Programs
Professor, Curriculum and Instruction
Ph.D., Michigan State University

Kent Lynn Goetz
Associate Professor, Theatre
M.F.A., University of Wisconsin-Madison

Karen I. Goldberg
Assistant Professor, Chemistry
Ph.D., University of California-Berkeley

Roy D. Golden
Area Coordinator, Residential Life
M.S. in Ed., Indiana University-Bloomington

Alvin Goldfarb
Dean, Fine Arts
Professor, Theatre
Ph.D., City University of New York - Graduate School and University Center

Melvin A. Goldstein
Associate Professor, Psychology
Ph.D., Rutgers University

Joseph John Goleash, Jr.
University Legal Counsel
J.D., University of Illinois-Urbana

Robert C. Goodall
Acting Director, Clinical Experiences and Certification Processes
Professor, Curriculum and Instruction
Ed.D., Indiana University-Bloomington

Richard Dwaine Goodwin
Assistant Professor, Health, Physical Education, Recreation and Dance
Ed.D., Illinois State University

Stephen A. Goodwin
Department Chairperson
Professor, Marketing
Ph.D., University of Iowa

George Jacob Gordon
Professor, Political Science
Ph.D., Syracuse University

Michael John Gorr
Professor, Philosophy
Ph.D., Brown University

William T. Gorrell
Director, Institutional Research
Ph.D., Southern Illinois University-Carbondale

Laura E. Gowdy
Assistant Librarian
Professor, Milner Library
M.S., University of Illinois-Urbana

Julie Gowen
Associate Dean, Arts and Sciences
Associate Professor, Philosophy
Ph.D., University of Wisconsin-Madison

Joseph Leon Grabil
Professor, History
Ph.D., Indiana University-Bloomington

Claude L. Graeff
Professor, Management and Quantitative Methods
Ph.D., University of Illinois-Urbana

Lee Allen Graf
Professor, Management and Quantitative Methods
D.B.A., Mississippi State University

Daniel Franklin Graybill
Associate Professor, Psychology
Ph.D., Vanderbilt University

Timothy Alan Green
Faculty Associate, University High School
B.S., Illinois State University

Harold Laurence Gregor
Distinguished Professor, Art
Ph.D., Ohio State University

Gleni Albert Grever
Associate Professor, English
Ph.D., University of Illinois-Urbana

Jean Kempel Grever
Professor, Business Education and Administrative Services
Ed.D., Northern Illinois University

Charles T. Griffin
Associate Professor, Sociology, Anthropology and Social Work
Ph.D., Iowa State University of Science and Technology

Judy Ann Griffin
Coordinator, Residence Hall
M.A., Xavier University of Louisiana

Jim L. Grimm
Professor, Marketing
D.B.A., Kent State University

Glenn S. Gritzmacher
Assistant Librarian
Professor, Milner Library
C.A.S., University of Illinois-Urbana

Jennifer K. Grogg
Faculty Associate, University High School
M.S. in Ed., Illinois State University

Doris Fay Groves
Associate Director, Admissions
B.S., Illinois State University

Jay Robert Groves
Director, TV 10
M.S., Illinois State University

Elizabeth Lakadat Gruber
Assistant Professor, Health Sciences
M.S. in Ed., Illinois State University

Jon A. Gudenrath
Acting Assistant Director, Financial Aid
B.S., Illinois State University

John A. Gueguen
Professor, Political Science
Ph.D., University of Chicago

Suan Guess-Hanson
Faculty Associate, Laboratory Schools Special Education
Ed.D., Illinois State University

Peter Guither
Assistant Department Chairperson, Theatre
M.F.A., City University of New York-Brooklyn College

Pamela G. Gunsten
Assistant Director, Illinois Special Olympics
Ed.D., University of Cincinnati

Diane L. Guse
Director, Campus Recreation Services
M.S., Illinois State University

Stanley Dean Gutzman
Assistant Librarian
Associate Professor, Milner Library
M.A., University of Denver

Kwang-Chul Ha
Associate Professor, Mathematics
Ph.D., University of North Carolina-Chapel Hill

Margaret Jane Haefner
Assistant Professor, Communication
Ph.D., University of Illinois-Urbana

James Speros Hagias
Associate Professor, Finance and Law
Ph.D., University of Cincinnati

Ronald S. Halinski
Professor, Educational Administration and Foundations
Ph.D., University of Iowa

John D. Hall
Professor, Business Education and Administrative Services
Ed.D., Texas Tech University

John Robert Haller
Associate Director, Campus Recreation Services
M.A., University of Missouri-Kansas City

Lester Donald Hampton
Faculty Associate, University High School
B.S. in Ed., Illinois State University

Michael Alan Hamrick
Assistant Director, Intercollegiate Athletics
M.S., Ohio University

Heather Hanlon
Professor, Art
Ed.D., University of Oregon

Fred John Hansen
Director, Development
M.Ed., Bowling Green State University

John Christian Hansen
Assistant Director, Admissions
C.A.S., Illinois State University

John F. Hansen
Associate Professor, Chemistry
Ph.D., Duke University

Karen C. Hardaway
Coordinator, Residence Hall
M.B.A., Mankato State University

Warren R. Harden
Project Administrator, Office of the President
Professor, Economics
Ph.D., Indiana University-Bloomington

Douglas Alan Hardwick
Associate Professor, Psychology
Ph.D., University of Virginia

Shelley M. Hari
Faculty Associate, Laboratory Schools Special Education
B.S. in Ed., Illinois State University

Jan Ella Harrell Faculty Associate, Laboratory Schools Special Education B.A., Michigan State University	Lotus Dean Hershberger Assistant Professor, Mathematics Ph.D., Florida State University	Thomas Stanley Howe Assistant Professor, Finance and Law Ph.D., Texas Tech University
Charles B. Harris Department Chairperson Professor, English Ph.D., Southern Illinois University-Carbondale	Douglas Dean Hesse Assistant Professor, English Ph.D., University of Iowa	Benjamin Hubbard, Jr. Faculty Associate, University High School M.S. in Ed., Illinois State University
Elizabeth L. Harris Director, Measurement and Evaluation Services Associate Professor, Psychology Ph.D., University of Illinois-Urbana	Barbara Heyl Professor, Sociology, Anthropology and Social Work Ph.D., University of Illinois-Urbana	Deborah Lynn Hubbard Faculty Associate, University High School BS. in Ed., Illinois State University
Victoria Frenkel Harris Associate Professor, English Ph.D., University of Illinois-Urbana	George C. Hibma Academic Advisor, Industrial Technology M.S., University of Wisconsin-Stout	Anthony Eugene Huchel Faculty Associate, Laboratory Schools Special Education and Metcalf Elementary School M.S., Illinois State University
Cynthia J. Harrison Assistant to Dean, Arts and Sciences B.S., Illinois State University	George Alan Karnes-Wallis Hickrod Distinguished Professor, Educational Administration and Foundations Ed.D., Harvard University	Cynthia Huff Assistant Dean, Arts and Sciences Assistant Professor, English Ph.D., University of Iowa
Janet D. Hartman Professor, Applied Computer Science Ed.D., University of Florida	L. Dean Hiebert Associate Professor, Economics Ph.D., University of Wisconsin-Madison	Jon K. Hufnagle Associate Professor, Speech Pathology and Audiology Ph.D., Wayne State University
Rochelle Hartman Coordinator, Special Projects, Provost B.S., Illinois State University	Lynne P. Higgins Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Iowa	Harry W. Huizinga Professor, Biological Sciences Ph.D., University of Connecticut
Sadri Dean Hassani Assistant Professor, Physics Ph.D., Princeton University	Edward Russell Hines Professor, Educational Administration and Foundations Ph.D., Ohio State University	Lloyd Michael Hullit Professor, Speech Pathology and Audiology Ph.D., The Ohio State University
Robert George Hathaway Associate Professor, Mathematics Ph.D., University of Wisconsin-Madison	Jack A. Hobbs Professor, Art Ph.D., University of Iowa	Jeff M. Humphrey Area Coordinator, Residential Life M.P.A., Southern Illinois University-Carbondale
Gerry D. Haukoos Associate Professor, Curriculum and Instruction Ph.D., University of Iowa	Floyd B. Hoelting Director, Residential Life Ed.D., Oklahoma State University	Raymond Hawes Hunt Associate Professor, Chemistry Ph.D., University of Illinois-Urbana
Bruce Wayne Hawkins Assistant Professor, English Ph.D., University of California-San Diego	Cynthia Ann Hoffner Assistant Professor, Communication Ph.D., University of Wisconsin-Madison	Robert William Hunt Professor, Political Science Ph.D., Princeton University
J. D. Hawkins Faculty Associate, University High School M.S., Southwest Missouri State University	Robert A. Hogan Professor, Psychology Ed.D., Case Western Reserve University	Jill Hutchison Head Womens Basketball Coach Ed.D., University of North Carolina-Greensboro
Keiko Seki Hawkins Faculty Associate, Metcalf Elementary School B.A., Japan Woman's University	Thomas Wade Holbrook Faculty Associate, University High School M.S. in Ed., Eastern Illinois University	Harriett S. Hutter Associate Professor, Foreign Languages Ph.D., University of Illinois-Urbana
Margaret Ann Beard Hayden Assistant Professor, Home Economics M.S., Ohio University	Lucille Smith Holcomb Assistant to Dean, Graduate School Ed.D., Illinois State University	Virgil R. Hutton Associate Professor, English Ph.D., University of Michigan-Ann Arbor
Thomas S. Haynes Associate Professor, Business Education and Administrative Services Ph.D., Southern Illinois University-Carbondale	Kenneth Allen Holder Professor, Art M.F.A., School of the Art Institute-Chicago	Thaddeus C. Ichniowski Professor, Chemistry Ph.D., Purdue University
Kimberly Hays Counselor, Student Counseling Center M.S., University of Illinois-Urbana	Carl Dean Holland Assistant Professor, Sociology, Anthropology and Social Work M.S.S.W., University of Louisville	Tadasu Todd Imahori Assistant Professor, Communication Ph.D., Ohio University
James Ezra Hazeltine Assistant Professor, Marketing D.B.A., University of Kentucky	Margaret A. Holmes Assistant Professor, Accounting M.S., University of Southern Mississippi	Elizabeth Carmen Imel Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Iowa
Vincent Hazleton, Jr. Department Chairperson Associate Professor, Communication Ph.D., University of Oklahoma-Norman	M. Paul Holsinger Professor, History Ph.D., University of Denver	Arnold Joseph Insel Professor, Mathematics Ph.D., University of California-Berkeley
James M. Heacock Head Mens Football Coach M.S., Bowling Green State University	Niles R. Holt Associate Professor, History Ph.D., Yale University	Eugene Richard Irving Professor, Curriculum and Instruction Ed.D., University of Illinois-Urbana
Robert Wayne Heiny Associate Professor, Specialized Educational Development Ph.D., University of Illinois-Urbana	Gerlof D. Homan Professor, History Ph.D., University of Kansas	Nancy C. Isaacson Faculty Associate, University High School M.A., Illinois State University
Dolores Ann Hellweg Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Wisconsin-Madison	Madeleine M. Hoss Faculty Associate, University High School M.L.S., Indiana University-Bloomington	Ko Iwasaki Performing Artist Juilliard School
Robert Eugene Hemenway Professor, Specialized Educational Development Ed.D., Boston University	Alvin Enis House Associate Professor, Psychology Ph.D., University of Tennessee-Knoxville	Martin Jackson Associate Director, Bone Student Center and Braden Auditorium M.M.Ed., Illinois State University
Masoud Hemmabi Associate Professor, Management and Quantitative Methods Ph.D., Louisiana State University	James E. House, Jr. Professor, Chemistry Ph.D., University of Illinois-Urbana	Ron H. Jackson Associate Professor, Art M.F.A., California College of Arts and Crafts
Doris E. Henderson Associate Professor, Health, Physical Education, Recreation and Dance M.A., Northwestern University	Steven Douglas Houseworth Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., Southern Illinois University-Carbondale	Ted R. Jackson Associate Professor, Communication Ph.D., University of Wisconsin-Madison
Reginald Denton Henry Department Chairperson Professor, Agriculture Ph.D., University of Missouri-Columbia	Bonita K. Howard Faculty Associate, Metcalf Elementary School M.S. in Ed., Southern Illinois University-Carbondale	Vivian Ramona Jackson Director, Student Counseling Center Ph.D., Northwestern University
Linda Gail Herman Associate Director, Intercollegiate Athletics Ed.D., Illinois State University	Jeanne Ann Howard Associate Professor, Sociology, Anthropology and Social Work M.S.W., University of Illinois-Urbana	Eugene Sylvan Jacobs Assistant Professor, Mathematics M.A., University of South Dakota
	Merle Ray Howard Assistant Professor, Speech Pathology and Audiology Ph.D., University of Cincinnati	Victoria Lee Jacobs Faculty Associate, University High School B.S., University of Illinois-Urbana

Carletta K. James Admissions Counselor B.S., Illinois State University	Steven Anthony Juliano Assistant Professor, Biological Sciences Ph.D., Pennsylvania State University	George Wallace Kidder III Department Chairperson Professor, Biological Sciences Ph.D., University of Pennsylvania
Willie Arthur James Assistant Professor, Military Science B.S., Southern Arkansas University	Donald Stephen Kachur Director, Research Professor, Curriculum and Instruction Ed.D., Indiana University-Bloomington	Joyce Morton Kief Head Womens Cross Country, Track and Field Coach Assistant Professor, Health, Physical Education, Recreation and Dance M.Ed., Colorado State University
Patricia A. Jarvis Assistant Professor, Psychology Ph.D., Virginia Commonwealth University	Steven Earl Kagle Professor, English Ph.D., University of Michigan-Ann Arbor	Harland Richard Kilborn Head Golf Coach B.S.Bus., Eastern Illinois University
Paul Arthur Jarvis Counselor, Student Counseling Center Ph.D., University of Missouri-Columbia	Alfred L. Kaisershot Professor, Business Education and Administrative Services Ed.D., University of Nebraska-Lincoln	Dolores Ann Kilgo Assistant Dean, Fine Arts Associate Professor, Art Ph.D., University of Illinois-Urbana
Radheshyam K. Jayaswal Assistant Professor, Biological Sciences Ph.D., Purdue University	Carlye Jae Kallianov Director, Academic Advisement M.A., University of Iowa	Billy Matthew King Assistant Mens Basketball Coach B.A., Duke University
Robert W. Jefferson Dean, Business Professor, Marketing Ph.D., University of Iowa	James Robert Kalmbach Associate Professor, English Ph.D., Michigan State University	James Gary Kirchner Professor, Geography - Geology Ph.D., University of Iowa
Stanley Earl Jenne Department Chairperson Professor, Accounting Ph.D., University of Illinois-Urbana	Laurie Kammin Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	John W. Kirk Professor, Theatre Ph.D., University of Florida
Douglas Kevin Jennings Assistant Department Chairperson, Communication M.A., Ball State University	Han Bin Kang Associate Professor, Finance and Law Ph.D., University of Illinois-Urbana	Donald T. Kirkendall Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., Ohio State University
Donald Reed Jensen Professor, Biological Sciences Ph.D., Utah State University	Eileen M. Kanzler Faculty Associate, University High School D.A., Illinois State University	George Claude Kiser Associate Professor, Political Science Ph.D., University of Massachusetts-Amherst
Kenneth Frank Jerich Assistant Professor, Curriculum and Instruction Ed.D., University of Illinois-Urbana	Suraj Prakash Kapoor Associate Professor, Communication Ph.D., Southern Illinois University-Carbondale	Gary Martin Klass Associate Professor, Political Science Ph.D., State University of New York-Binghamton
Kenneth E. Jesse Professor, Physics Ph.D., Arizona State University	Kh Rezaul Karim Assistant Professor, Physics Ph.D., University of Oregon	Patricia Harrington Klass Assistant Professor, Educational Administration and Foundations Ph.D., Illinois State University
Lois R. Jett Assistant Professor, Home Economics M.S., Southern Illinois University-Carbondale	Ruth M. Kasa Director, Medical Technology Program Associate Professor, Health Sciences M.A., Sangamon State University	Penny Lynn Kleen Academic Advisor, Accounting M.S., Illinois State University
Kankanan G. Jinadasa Assistant Professor, Mathematics Ph.D., University of Windsor	Susan Lee Kasser Faculty Associate, Laboratory Schools Special Education M.S., University of Wisconsin-LaCrosse	Phillip Bond Kneller Assistant Professor, Health Sciences M.S., George Washington University
James Larry Jobe Assistant to Director, Admissions and Records M.S. in Ed., Bucknell University	Gayle Kassing Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., Texas Woman's University	Michael Robert Knight Faculty Associate, University High School M.S. in Ed., Western Illinois University
Berill M. Johnson Counselor, Student Counseling Center M.A., Northeastern Illinois University	Alan Jeffrey Katz Professor, Biological Sciences Ph.D., Ohio State University	Angela Marie Knobloch Acting Coordinator, Residence Hall B.S., Illinois State University
Bruce Edward Johnson Academic Advisor, Curriculum and Instruction M.S. in Ed., Illinois State University	William O. Kauth Professor, Health, Physical Education, Recreation and Dance	Keith Paul Knoblock Associate Professor, Art M.F.A., Ohio State University
Dennis Alan Johnson Faculty Associate, University High School M.S. in Ed., Illinois State University	Eric S. Johnson Associate Professor, Geography - Geology Ph.D., University of Kansas	Paula Knopp Assistant Director, Admissions M.S., Illinois State University
James Jay Johnson Professor, Psychology Ph.D., Northwestern University	Sue Patricia Kavene Faculty Associate, Metcalf Elementary School B.A., Loretto Heights College	Gerda Emma Koch Assistant Professor, Health Sciences M.A., University of Iowa
Jan Marie Johnson Assistant Professor, Home Economics Ph.D., University of Nebraska-Lincoln	James Patrick Kellogg, Jr. Associate Director, Student Health Service M.A., University of Iowa	Robert W. Koehler Professor, Health, Physical Education, Recreation and Dance Ed.D., University of Utah
Mark David Johnston Associate Professor, Foreign Languages Ph.D., Johns Hopkins University	Margaret Mary Kelly Assistant Professor, Music Ph.D., Ohio State University	William K. Koehler Assistant Professor, Music M.M., Ball State University
Michelle Lynn Jolliffe Faculty Associate, Laboratory Schools, Special Education B.S. in Ed., Illinois State University	Larry DeWitt Kennedy Professor, Curriculum and Instruction Ed.D., University of Illinois-Urbana	June Kolodzieski Academic Advisor, Applied Computer Science B.F.A., Illinois Wesleyan University
H. Twyman Jones Professor, Specialized Educational Development Ed.D., University of Missouri-Columbia	Rickey Dean Kentzler Director, Facilities Planning B.Arch., Kansas State University of Agriculture and Applied Science	Catherine Wenz Konsky Associate Professor, Communication Ph.D., University of Iowa
Marjorie Ann Jones Associate Professor, Chemistry Ph.D., University of Texas Health Science Center at San Antonio	David Francis Kephart Assistant Professor, Applied Computer Science M.S., University of Arizona	Ruth Alma Koskela Assistant Professor, Curriculum and Instruction Ph.D., University of Wisconsin-Madison
Paul Lawrence Jones Chief Instructor, Military Science B.S., Troy State University	Robert Jean Kerber Professor, Management and Quantitative Methods D.B.A., Texas Tech University	Kevin Krippner Counselor, Student Counseling Center Ph.D., Ball State University
Richard Allen Jones Coordinator, Micro-Computer Laboratories- Communication B.S., Southern Illinois University-Carbondale	Ann E. Kerlin Assistant Professor, Sociology, Anthropology and Social Work M.S.W., University of Kansas	Dennis Vernon Kruse Associate Professor, Finance and Law J.D., University of Iowa
William Warren Jones Faculty Associate, Metcalf Elementary School Ed.D., University of Northern Colorado	Susan Thurston Kern Executive Officer and Director of Governmental Relations Associate Professor, Home Economics Ph.D., Purdue University	Barbara Ellen Kurtz Assistant Professor, Foreign Languages Ph.D., University of Chicago
Jolene Jordan Assistant Womens Volleyball Coach B.S., Illinois State University	Sesha Rajani Kumari Kethineni Assistant Professor, Criminal Justice Sciences M.A., University of South Carolina-Columbi	Michael E. Kurz Department Chairperson Professor, Chemistry Ph.D., Case Western Reserve University

Christine M. Laenne	Assistant Professor, Foreign Languages Ph.D., Yale University
Douglas Hart Lamb	Counselor, Student Counseling Center Professor, Psychology Ph.D., Florida State University
Ann Marie Lambert	Coordinator, Residence Hall M.A., Brigham Young University
Lucille Elizabeth Lammers	Professor, Accounting Ph.D., University of Wisconsin-Madison; C.P.A.
Barbara Lynn Lamme	Faculty Associate, University High School B.S. in Ed., Illinois State University
Ramona Marie LaMontagne	Director of Marketing, Continuing Education and Public Service M.Ed., University of Illinois-Urbana
Steven Edward Landau	Associate Professor, Psychology Ph.D., University of Iowa
Beth Ellen Landes	Academic Advisor M.S. in Ed., Illinois State University
Margaret K. Larson	Academic Advisor, Criminal Justice Sciences M.S., Illinois State University
Maribeth Nelson Lartz	Assistant Professor, Specialized Educational Development Ph.D., University of Illinois-Urbana
Timothy David Lash	Associate Professor, Chemistry Ph.D., University of Wales
Janet R. Latona	Counselor, Student Counseling Center Ph.D., University of Illinois-Urbana
Jeffery Lynn Laurent	Assistant Professor, Psychology M.S., University of Oregon
Joseph L. Laurenti	Professor, Foreign Languages Ph.D., University of Missouri-Columbia
Parker L. Lawlis	Director, Placement Service M.S. in Ed., Illinois State University
Marlyn Carol Lawrence	Director, Professional Practice Ed.D., Illinois State University
Ronald L. Laymon	Acting Department Chairperson Professor, Educational Administration and Foundations Ed.D., Indiana University-Bloomington
Barbara Hunt Lazerson	Professor, Curriculum and Instruction Ph.D., University of Nebraska-Lincoln
Dorothy Lee	Acting Department Chairperson, History Professor, Sociology, Anthropology and Social Work Ph.D., University of Iowa
Jane M. Lee	Professor, Specialized Educational Development Ph.D., University of Texas-Austin
Lisa Jo Lee	Head Teacher, Child Care Center B.S., Eastern Illinois University
Mary Charleen Lehnen	Faculty Associate, University High School B.S. in Ed., Eastern Illinois University
Kenneth L. Leicht	Associate Professor, Psychology Ph.D., Northwestern University
Linda Marie Leinicke	Assistant Professor, Accounting Ph.D., University of Mississippi
Elmer Allen Lemke	Professor, Psychology Ph.D., University of Wisconsin-Madison
Wilbert Marcellus Leonard II	Professor, Sociology, Anthropology and Social Work Ph.D., Ohio State University
David L. Leonhard	Coordinator, Academic Services B.S., Illinois State University
William Clarence Lesch	Assistant Professor, Marketing Ph.D., University of Massachusetts-Amherst
Arthur Lewis	Professor, Music Mus.D., Indiana University-Bloomington
Carl Patrick Lewis, Jr.	Assistant Dean, College of Continuing Education and Public Service M.A., University of Maryland-College Park
Dixie Lee Smith Lewis	Faculty Associate, University High School M.S. in Ed., Illinois State University
Franklin G. Lewis	Professor, Curriculum and Instruction Ed.D., University of North Texas
Mary Frances Lewis	Associate Professor, Management and Quantitative Methods Ph.D., University of Arkansas
Ricardo A. Lewis	Acting Area Coordinator, Residential Life M.S., Illinois State University
Connie Jean Ley	Department Chairperson Professor, Home Economics Ph.D., Pennsylvania State University
Ming-Gon John Lian	Associate Professor, Specialized Educational Development Ed.D., Texas Tech University
Anthony E. Liberta	Professor, Biological Sciences Ph.D., University of Illinois-Urbana
Jane A. Liedtke	Associate Professor, Industrial Technology Ph.D., Purdue University
Charles Alphonse Limp	Staff Physician M.D., University of Illinois-Chicago
Sun San Lin	Staff Physician M.D., National Taiwan University
Nancy Susan Lind	Assistant Professor, Political Science Ph.D., University of Minnesota-Twin Cities
William R. Linneman	Professor, English Ph.D., University of Illinois-Urbana
Rebecca J. Lipp	Director, Illinois Special Olympics B.S., Illinois State University
MaryAnn Tomysch Lippert	Health Educator M.S., University of Wisconsin-LaCrosse
Sandra L. Little	Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., Pennsylvania State University
Robert D. Liverman	Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Illinois-Urbana
David L. Livers	Professor, Specialized Educational Development Ph.D., University of Iowa
Edward Allen Livingston	Professor, Music M.A., Western Michigan University
Rita Kay Livingston	Assistant Professor, Specialized Educational Development Ph.D., University of Texas-Austin
Michael Forest Lockett	Assistant Professor, Finance and Law Ph.D., Texas Tech University
Wayne Nelson Lockwood, Jr.	Professor, Industrial Technology Ph.D., University of Illinois-Urbana
Franzie L. Loepf	Distinguished Professor, Industrial Technology Ed.D., University of Northern Colorado
Mary Emily Smith Long	Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University
Timothy A. Longfellow	Assistant Professor, Marketing M.B.A., Eastern Illinois University
Michael A. Lorber	Professor, Curriculum and Instruction Ph.D., Ohio University
Jay Neil Lowenthal	Assistant Mens Basketball Coach M.S., United States Sports Academy
Andrea Jean Lower	Assistant Professor, Foreign Languages M.A., University of California-Santa Barbara
Lynn David Loy	Associate Professor, Finance and Law Ph.D., University of Iowa
Cheryl A. Lubinski	Assistant Professor, Mathematics Ph.D., University of Wisconsin
Lynne Annette Lucher	Assistant Professor, Biological Sciences Ph.D., Rice University
Scott Thomas Luppe	Counselor, Student Counseling Center M.A., Western Michigan University
John Albert Lust	Assistant Professor, Management and Quantitative Methods D.B.A., University of Kentucky
Judith E. Lyles	Assistant Professor, Business Education and Administrative Services M.S. in Ed., Eastern Illinois University
Larry E. Lyons	Assistant Director, Intercollegiate Athletics B.S., Illinois State University
Ellen Miller MacCannell	Academic Advisor M.S., Western Illinois University
David John MacDonald	Professor, History Ph.D., University of Minnesota-Twin Cities
Kenton Frank Machina	Associate Professor, Philosophy Ph.D., University of California-Los Angeles
Gregory DeLaine Mackey	Logistics Supervisor, Military Science
Patricia Barrett Malik	Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Illinois-Urbana
Ann Patton Malone	Assistant Professor, History Ph.D., Tulane University of Louisiana
Thomas Edwin Malone	Professor, Art M.S., University of Wisconsin-Madison
Melinda Ann Mangialardi	Associate Director, Residential Life M.S. in Ed., Illinois State University
Taralynne Marie Mann	Admissions Counselor B.S. in Ed., Illinois State University
Brett Keith Manock	Coordinator, Residence Hall M.S., Western Illinois University
Jack Clair Mapes	Faculty Associate, Laboratory Schools Special Education M.S., University of Utah
Marilyn Kay Mapes	Faculty Associate, Laboratory Schools Special Education M.S. in Ed., Illinois State University
Patricia Marcum-Grogg	Director, Business and Corporate Services Professor, Business Education and Administrative Services Ph.D., University of Illinois-Urbana
Nick Gerald Maroules	Assistant Professor, Sociology, Anthropology and Social Work Ph.D., University of California-San Diego
Michael Marsalli	Assistant Professor, Mathematics Ph.D., University of Michigan-Ann Arbor
Kristin J. Marshall	Faculty Associate, University High School M.S., Illinois State University
Richard F. Martin, Jr.	Assistant Professor, Physics Ph.D., University of Illinois-Urbana

Judith A. Martin-Lighty Faculty Associate, University High School M.S., Southern Illinois University-Carbondale	Edward Stephen Meckstroth Assistant Librarian Associate Professor, Milner Library M.A., University of Chicago	Willard James Moonan Assistant Librarian Professor, Milner Library M.A., University of Minnesota-Twin Cities
Michael Anthony Marvin Assistant Professor, Military Science B.S., Illinois State University	Patricia Ann Meckstroth Reference Librarian M.A., University of Chicago	Barry Edward Moore Professor, Art Ed.D., University of Illinois-Urbana
B. J. Marymont Academic Advisor M.S., Southwest Missouri State University	Trudi C. Melvin Acting Assistant to Dean, Student Affairs M.Ed., University of Illinois-Urbana	Mathew James Morey Associate Professor, Economics Ph.D., University of Illinois-Urbana
Susan D. Mason Faculty Associate, Laboratory Schools Special Education M.S., Illinois State University	Jean Ann Memken Associate Professor, Home Economics Ph.D., Iowa State University	Julie Quinn Morgan Head Womens Volleyball Coach B.S., Utah State University
M. Gay Masters Assistant Professor, Speech Pathology and Audiology M.A., University of Cincinnati	Sandra Mae Metts Associate Professor, Communication Ph.D., University of Iowa	Theresa Lynn Morgan Associate Director, Financial Aid M.B.A., Illinois State University
Priscilla J. Matthews Assistant Librarian Instructor, Milner Library M.L.S., University of Washington	Leonard E. Meyer Assistant Professor, Applied Computer Science Sp.Ed., University of Missouri-Columbia	William Woodrow Morgan, Jr. Professor, English Ph.D., University of Tennessee-Knoxville
Paul F. Mattingly Professor, Geography - Geology Ph.D., Pennsylvania State University	Urban F. Meyer Assistant Mens Football Coach M.A., Ohio State University	Frank T. Morn Associate Professor, Criminal Justice Sciences Ph.D., University of Chicago
Linda Lee Maxwell Director, Financial Aid M.A., Ball State University	Ralph A. Meyering Professor, Specialized Educational Development Ph.D., University of Iowa	Lanny Edward Morreau Professor, Specialized Educational Development Ph.D., University of Minnesota-Twin Cities
John F. McAtee Associate Director, Research and Sponsored Programs Ph.D., Southern Illinois University-Carbondale	Jay D. Meyers Assistant Director, Development B.B.A., Hardin-Simmons University	Carol L. Morris Director, Alumni and Parent Services M.S. in Ed., Illinois State University
Lawrence W. McBride Assistant Professor, History Ph.D., University of Chicago	Noreen Michael Assistant Professor, Educational Administration and Foundations Ph.D., University of Illinois-Urbana	Charles E. Morris, Jr. Vice President, Administrative Services Associate Professor, Mathematics Ph.D., University of Illinois-Urbana
William Thomas McBride Assistant Professor, English Ph.D., State University of New York - Buffalo	Cheryl Linda Miles Assistant Professor, Military Science B.A., Georgia Southern College	Jeannie Brown Morris Professor, Curriculum and Instruction Ed.D., University of Illinois-Urbana
Bernard J. McCayne Professor, Economics Ph.D., University of Pittsburgh	C. Daniel Miller Department Chairperson Associate Professor, Industrial Technology Ed.D., Virginia Polytechnic Institute and State University	Robert Eugene Morris Faculty Associate, University High School M.S. in Ed., Illinois State University
Jo Ann Switzer McCarthy Director, International Studies Ph.D., Florida State University	E. Joan Miller Professor, Geography - Geology Ph.D., University of North Carolina-Chapel Hill	Steven Jeffrey Morris Counselor, Student Counseling Center M.A., University of Iowa
John Rollin McCarthy Professor, Educational Administration and Foundations Ph.D., Florida State University	Larry Reeder Miller Associate Dean, Applied Science and Technology Professor, Industrial Technology Ph.D., Ohio State University	Philip Dexter Morse II Associate Professor, Chemistry Ph.D., University of California-Davis
Steven Thomas McCaw Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Oregon	Rodney Earl Miller Assistant Professor, Music Ph.D., Illinois State University	Rita Kay Moss Associate Professor, Specialized Educational Development Ph.D., Texas A & M University
Christi McClure Assistant Women's Basketball Coach M.A., Ohio State University	Wilma H. Miller Professor, Specialized Educational Development Ed.D., University of Arizona	Ronald James Mottram Professor, Theatre Ph.D., New York University
Malcolm McKenzie McClure Associate Professor, Accounting Ph.D., University of Illinois-Urbana	Dixie Louise Mills Coordinator, Graduate Program Professor, Finance and Law Ph.D., University of Cincinnati	Michelle Maureen Mueller Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University
Don E. McComb Assistant Professor, Communication M.A., University of Iowa	Jacquelyn Sue Mitchell Coordinator, Micro-Computer Laboratories Foreign Languages M.A., Illinois State University	Mary Eucharia Mulcahy Associate Professor, Sociology, Anthropology and Social Work Ph.D., Ohio State University
James Rudolph McCormack Instructor, Military Science M.A., Wayne State University	Gellert Modos Professor, Music M.M., Franz Liszt Music Academy	Terry Ann Muller Assistant Director, Illinois Special Olympics B.S., Southern Illinois University-Edwardsville
Derek Albert McCracken Associate Professor, Biological Sciences Ph.D., University of Toronto	Judith Ann Mogilka Assistant Professor, Educational Administration and Foundations Ph.D., University of Illinois-Urbana	Savario J. Mungo Professor, Curriculum and Instruction Ph.D., New York University
Todd E. McElroy Associate Director, Financial Aid B.S., Illinois State University	Hassan Mohammadi Assistant Professor, Economics Ph.D., Washington State University	Joel Philip Myers Professor, Art M.F.A., Alfred University
Barbara Jean McEntyre Faculty Associate, Laboratory Schools Special Education M.A., New York University	Dave L. Mohapp Assistant Mens Football Coach B.S., University of Wisconsin-Madison	Mathew Joseph Nadakavukaren Professor, Biological Sciences Ph.D., Oregon State University
Charles Robert McGuire Department Chairperson Professor, Finance and Law J.D., University of Illinois-Urbana	Coenraad Luttig Mohr Professor, Management and Quantitative Methods Ph.D., University of Minnesota-Twin Cities	Gurramkonda Narasimbulu Naidu Professor, Finance and Law Ph.D., University of Iowa
Gerald William McKeon Associate Professor, Accounting Ph.D., Illinois State University	Patricia Komiss Monoson Acting Associate Dean, Graduate School Director, Consortium on Aging Associate Professor, Speech Pathology and Audiology Ph.D., University of Illinois-Urbana	Beverly L. Nance Coordinator, Academic Services B.S., Southern Illinois University-Carbondale
Kathleen McKinney Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Wisconsin-Madison	Alan Douglas Monroe Professor, Political Science Ph.D., Indiana University	Kimberly Ann Nance Associate Professor, Foreign Languages Ph.D., University of Illinois-Urbana
Elizabeth E. McMahan Professor, English Ph.D., University of Oregon	John F. Moomey Executive Director, Illinois Principals Association M.S. in Ed., Eastern Illinois University	Andrew Thomas Nappi Program Coordinator, Continuing Education and Public Service Professor, Business Education and Administrative Services Ph.D., Ohio University
Walter B. Mead Associate Professor, Political Science Ph.D., Duke University	Jamal Raji Nassar Associate Professor, Political Science Ph.D., University of Cincinnati	Abdul Nasser Assistant to Vice President, Student Affairs M.B.A., Sangamon State University

Bonnie Kaul Nastasi
Assistant Professor, Psychology
Ph.D., Kent State University

Wayne Nelsen
Assistant Professor, Industrial Technology
Ed.D., University of Northern Colorado

Michael Arnold Nelson
Associate Professor, Economics
Ph.D., Purdue University

Robert Stanley Nelson
Associate Professor, Geography - Geology
Ph.D., University of Iowa

Thomas Whitson Nelson
Professor, Educational Administration and Foundations
Ed.D., University of California-Los Angeles

Janice Grace Witherspoon Neulieb
Associate Professor, English
Ph.D., University of Illinois-Urbana

Robert David Neulieb
Faculty Associate, University High School
M.S., Illinois State University

Marilyn Provart Newby
Professor, Art
Ph.D., Pennsylvania State University

Richard Lee Newby
Associate Professor, English
Ph.D., University of Colorado-Boulder

Kenneth Edward Newgren
Professor, Management and Quantitative Methods
Ph.D., University of Georgia

Mary Jean Nicholas
Professor, Music
Ph.D., University of Kansas

Martin Kenley Nickels
Professor, Sociology, Anthropology and Social Work
Ph.D., University of Kansas

Lynnette E. Nickum
Assistant Librarian
M.S., University of Illinois-Urbana

Douglas A. Nietzke
Assistant Professor, English
Ph.D., University of Illinois-Urbana

Teresa Jane Nietzke
Faculty Associate, University High School
M.S. in Ed., Illinois State University

Nweze E. Nnakwe
Assistant Professor, Home Economics
Ph.D., University of Nebraska-Lincoln

Chika Kenneth Nnamani
Acting Associate Director, Residential Life
M.S., Illinois State University
M.A., Illinois State University

Ann Elizabeth Nolte
Distinguished Professor, Health Sciences
Ph.D., Ohio State University

Alan R. Nourie
Associate University Librarian
Associate Professor, Milner Library
Ph.D., Southern Illinois University-Carbondale

Frederick R. Noyes
Assistant Professor, Specialized Educational Development
M.S. in Ed., State University of New York-Buffalo

Katherine Rahr Oberhardt
Faculty Associate, Metcalf Elementary School
M.S., Illinois State University

Terry William Oberhardt
Faculty Associate, Metcalf Elementary School
B.S., Illinois State University

Charles O'Brien
Assistant Vice President, Student Affairs
Ed.D., University of Wyoming

Kevin Patrick O'Brien
Director, Illinois Special Olympics
B.S. in Ed., Illinois State University

Margareta Bergelin O'Connell
Coordinator, Special Projects, International Studies
Ed.D., Illinois State University

Patricia A. O'Connell
Assistant Professor, Educational Administration and Foundations
Ed.D., Illinois State University

Donald Allen O'Dell
Chief Administrator, NCO, Military Science

Patrick James O'Gara
Assistant Professor, Theatre
B.A., Concordia College-Moorhead

Alphonso O. Ogbuehi
Assistant Professor, Marketing
D.B.A., Memphis State University

Elizabeth Ogunsonla
Coordinator, Academic Services
Ed.D., Illinois State University

Louis Antoine Olivier
Professor, Foreign Languages
Ph.D., Johns Hopkins University

Fred W. Omer
Professor, Music
M.S., University of Illinois-Urbana

Joseph O. Omolayole
Associate Professor, Applied Computer Science
Ph.D., University of California-Los Angeles

Patrick Daniel O'Rourke
Associate Professor, Agriculture
Ph.D., Purdue University

Charles E. Orser, Jr.
Director, Midwestern Archeological Research Center
Ph.D., Southern Illinois University-Carbondale

Marlene Faye Osborn
Director, Illinois Special Olympics
B.A., St. Ambrose University

Anthony L. Ostrosky, Jr.
Professor, Economics
Ph.D., University of Pittsburgh

Joyce A. Ostrosky
Assistant Professor, Accounting
Ph.D., University of Mississippi

Anthony John Otsuka
Associate Professor, Biological Sciences
Ph.D., University of California-San Diego

Albert D. Otto
Professor, Mathematics
Ph.D., University of Iowa

Virginia Lee Owen
Dean, Arts and Sciences
Professor, Economics
Ph.D., University of Illinois-Urbana

Carol Semanisn Owles

Faculty Associate, Metcalf Elementary School
M.S., Illinois State University

George Padavil

Associate Professor, Educational Administration and Foundations
Ph.D., University of Illinois-Urbana

George Everett Padgett

Assistant Professor, Communication
Ph.D., Ohio University

Robert N. Page

Coordinator, Residence Hall
B.S., Central Missouri State University

George E. Palmer

Assistant Librarian
Associate Professor, Milner Library
M.A., University of Illinois-Urbana

Teresa M. Palmer

Professor, Business Education and Administrative Services
Ed.D., University of Illinois-Urbana

Mariejean Charmaine Pankonin

Assistant Professor, Health, Physical Education, Recreation and Dance
M.S., University of North Carolina-Greensboro

David J. Parent

Professor, Foreign Languages
Ph.D., University of Cincinnati

Paul Sungchil Park

Assistant Professor, Management and Quantitative Methods
Ph.D., University of Oregon

Peter A. Parmantie

Assistant Professor, English
(University High School)
M.S.E., Illinois State University

James Theodore Parr

Assistant Professor, Mathematics
Ph.D., Indiana University-Bloomington

Gerald Anthony Parsons

Faculty Associate, Metcalf Elementary School
M.A., Northwestern University

Marcia Kay Parsons

Faculty Associate, University High School
B.S. in Ed., Illinois State University

Susan Richelle Parton

Faculty Associate, University High School
B.S., Illinois State University

Steven E. Paska

Head Womens Swimming Coach
M.S., Illinois State University

Dennis Michael Patten

Assistant Professor, Accounting
Ph.D., University of Nebraska-Lincoln

Constance K. Patterson

Counselor, Student Counseling Center
M.S., Illinois State University

Richard J. Payne

Professor, Political Science
Ph.D., Howard University

Catherine Lynn Peaden

Assistant Professor, English
M.A., University of Tulsa

Tina Lynn Pearson

Acting Coordinator, Residence Hall
B.S., Illinois State University

Charles William Pendleton

Professor, Industrial Technology
Ed.D., University of Illinois-Urbana

Jeannine Casson Perez

Head Teacher, Child Care Center
M.S. in Ed., Illinois State University

Louis Gabriel Perez

Assistant Professor, History

Ph.D., University of Michigan-Ann Arbor

Don L. Peterson

Professor, Music

Ph.D., University of Wisconsin-Madison

Fred McCrae Peterson

University Librarian

Professor, Milner Library

Ph.D., Indiana University-Bloomington

Mary Alice Peterson

Acting Assistant to Dean, Student Affairs
B.S., Illinois State University

George A. Petrossian

Associate Professor, Foreign Languages
Ph.D., University of Michigan-Ann Arbor

Lorraine Pflaumer

Faculty Associate, Metcalf Elementary School
Ed.D., Illinois State University

Karen S. Pfost

Assistant Professor, Psychology

Ph.D., University of Missouri-Columbia

Walter D. Pierce

Professor, Curriculum and Instruction

Ed.D., University of Southern California

Michael John Plantholt

Associate Professor, Mathematics

Ph.D., University of Michigan-Ann Arbor

Betty Smith Plummer

Foreign Student Advisor

M.S., Illinois State University

Mark A. Plummer

Professor, History

Ph.D., University of Kansas

Loretta Kay Plunkett

Faculty Associate, Laboratory Schools Special Education

M.S. in Ed., Illinois State University

Olgert Pocs

Professor, Sociology, Anthropology and Social Work

Ph.D., Purdue University

Jerry John Polack

Assistant Professor, Health, Physical Education, Recreation and Dance

M.S., Illinois State University

Gail L. Pollock

Faculty Associate, Laboratory Schools Special Education

M.S., Illinois State University

Gregory W. Polnasek

Assistant Mens Football Coach

M.A., Ohio State University

M.Ed., Bowling Green State University

Paula J. Pomerenke

Assistant Professor, Business Education and Administrative Services

D.A., Illinois State University

Bonnie Pomfret

Assistant Professor, Music

M.M., Boston Conservatory

Ronald Russell Pope

Associate Professor, Political Science

Ph.D., University of Pennsylvania

Brian Porter Coordinator, Micro-Computer Laboratories Arts Technology Laboratory B.S., Radford University	John Thompson Rehm Professor, Music M.M., Indiana University-Bloomington	Ronald Robert Rosati Associate Professor, Agriculture Ph.D., Iowa State University
Roger E. Potter Associate Dean, Business Professor, Finance and Law Ph.D., Saint Louis University	James Herbert Reid Assistant Professor, Foreign Languages Ph.D., Yale University	Stephen E. Rosenbaum Associate Professor, Philosophy Ph.D., University of Illinois-Urbana
David G. Poultney Professor, Music Ph.D., University of Michigan-Ann Arbor	Earl A. Reitan Professor, History Ph.D., University of Illinois-Urbana	Paul E. Rosene Professor, Music Ed.D., University of Illinois-Urbana
Penny Sue Powell Assistant Director, Illinois Special Olympics B.S., Eastern Illinois University	Richard C. Reiter Professor, Chemistry Ph.D., Purdue University	Otis Scheetz Rothenberger Associate Professor, Chemistry Ph.D., University of Delaware
Charles Thomas Powers Admissions Counselor Adv.Cert.Ed., University of Illinois-Urbana	Max R. Rennels Professor, Art Ed.D., Indiana University-Bloomington	Brisbane Philip Rouzan, Jr. Assistant Vice President, Special Academic Services M.A., Atlanta University
Mildred Inez Pratt Professor, Sociology, Anthropology and Social Work Ph.D., University of Pittsburgh	Stanley W. Renner Professor, English Ph.D., University of Iowa	Deborah Lynn Rozak Director, Radio Production M.S., Illinois State University
Robert Leslie Preston Professor, Biological Sciences Ph.D., University of California-Irvine	Evelyn J. Rex Professor, Specialized Educational Development Ph.D., Peabody-Vanderbilt University	Eugene Raymond Rozanski Professor, Accounting Ph.D., Louisiana State University; C.P.A.,C.M.A.
Susan L. Prieto Counselor, Student Counseling Center M.A., University of Notre Dame	William Max Rexroad Professor, Accounting Ph.D., University of Illinois-Urbana	Marilyn M. Ruddy Assistant Professor, Curriculum and Instruction Ed.D., Northern Illinois University
Calvin Lee Pritner Director, Illinois Shakespeare Festival Professor, Theatre Ph.D., University of Illinois-Urbana	Jonathan Eric Reyman Professor, Sociology, Anthropology and Social Work Ph.D., Southern Illinois University-Carbondale	Robert E. Rumery Associate Professor, Psychology Ph.D., University of Illinois-Urbana
John Barron Pryor Associate Professor, Psychology Ph.D., Princeton University	Dent Milner Rhodes Professor, Curriculum and Instruction Ph.D., Ohio State University	Richard C. Runner Assistant Vice President, Physical Planning and Operations Ph.D., Old Dominion University
William Laurence Quane Associate Dean, Undergraduate Instruction Professor, Industrial Technology Ph.D., Michigan State University	Mark D. Ricard Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., Southern Illinois University-Carbondale	Jean C. Rush Department Chairperson Professor, Art Ph.D., University of Arizona
Diana Quinn Academic Advisor M.S.W., University of Illinois-Urbana	Daniel P. Rich Assistant Professor, Economics Ph.D., University of Houston	Gail Russ Assistant Professor, Management and Quantitative Methods M.A., College of William and Mary
Dorothy J. Quisenberry Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., Ohio State University	John H. Rich Professor, Business Education and Administrative Services Ed.D., Indiana University-Bloomington	Heinz Bernard Russelmann Director, Environmental Health Program Assistant Professor, Health Sciences M.P.H., University of Michigan-Ann Arbor
David Day Rademacher Academic Advisor M.Ed., University of Illinois-Urbana	Allan Richards Assistant to Dean, Fine Arts Ed.D., Illinois State University	Russell Rutter Associate Professor, English Ph.D., University of Wisconsin-Madison
Ramaswamy Radhakrishnan Professor, Management and Quantitative Methods Ph.D., Carnegie-Mellon University	Arlan G. Richardson Distinguished Professor, Chemistry Ph.D., Oklahoma State University	John William Ryle Professor, Theatre M.F.A., Illinois State University
Rati Ram Distinguished Professor, Economics Ph.D., University of Chicago	Carmen Richardson Associate Professor, English Ed.D., Oklahoma State University	Thomas F. Ryan Dean, Education Professor, Curriculum and Instruction Ph.D., Michigan State University
David Ramsey Associate Professor, Economics Ph.D., University of Minnesota-Twin Cities	Wayne Allen Riddle Associate Professor, Biological Sciences Ph.D., University of New Mexico	Terri Ryburn-Lamonte Assistant Director, Honors M.S., Illinois State University
V. Jean Ramsey Department Chairperson Professor, Management and Quantitative Methods Ph.D., University of Michigan-Ann Arbor	Rodney Paul Riegle Professor, Educational Administration and Foundations Ph.D., Ohio State University	Scott Kitchener Sakaluk Assistant Professor, Biological Sciences Ph.D., University of Toronto
Gary C. Ramsayer Professor, Psychology Ph.D., University of Iowa	Pamela Sue Ritch Professor, Theatre Ph.D., University of Texas-Austin	Alcyone V. Saliba Acting Assistant to Director, Admissions and Records M.S., Illinois State University
Marilee Rapp Coordinator, Special Projects, Professional Practice B.S. in Ed., Illinois State University	Robert K. Ritt Professor, Mathematics Ph.D., Columbia University-New York City	Jacqueline Jean Salome Coordinator, Clinical Experiences and Certification Processes M.S. in Ed., Illinois State University
David K. Rardin Counselor, Student Counseling Center Ph.D., University of Maryland-College Park	Frederick J. Roberts Assistant Professor, Political Science Ph.D., Princeton University	Richard A. Salome Professor, Art Ed.D., Stanford University
Robert Lee Ridaren Associate Professor, Applied Computer Science Ph.D., University of Miami	Hibbert R. Roberts Department Chairperson Professor, Political Science Ph.D., University of Washington	Dean Edward Sanders Associate Professor, Applied Computer Science Ph.D., Michigan State University
William Charles Rau Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Illinois-Urbana	Don Roger Robinson Associate Professor, Management and Quantitative Methods D.B.A., Louisiana State University	Glen Raymond Sanderson Professor, Accounting Ph.D., Michigan State University, C.P.A.
Jo Ann Rayfield Professor, History Ph.D., Vanderbilt University	Lisa Robinson Assistant to Womens Basketball Coach and Other Womens Sports B.S., University of Illinois-Urbana	Verlinda F. Sapp Assistant Director, Illinois Special Olympics M.S. in Ed., Illinois State University
Khalid Ahmed Razaki Associate Professor, Accounting Ph.D., University of Illinois-Urbana	Robert D. Rogers Assistant to Director, Intercollegiate Athletics B.S., Bowling Green State University	Mary Therese Scales Faculty Associate, University High School M.S., Illinois State University
Gordon M. Redding Professor, Psychology Ph.D., University of Wisconsin-Madison	Thomas John Romance Faculty Associate, Metcalf Elementary School Ph.D., University of Oregon	Edward L. Schapsmeier Distinguished Professor, History Ph.D., University of Southern California
Glenn David Reeder Professor, Psychology Ph.D., University of California-Santa Barbara	Carol Geppinger Ropp Faculty Associate, University High School B.S., University of Illinois-Urbana	Jean Scharfenberg Professor, Theatre Ph.D., University of Wisconsin-Madison

Maurice Alan Scharton
Associate Professor, English
Ph.D., Kansas State University

Michael Dean Schermer
Director, Student Life and Programs
M.S. in Ed., Illinois State University

Leonard Walter Schmitz
Professor, Psychology
Ph.D., University of Michigan-Ann Arbor

Merry Anne Schmied
Assistant Coordinator, Wellness Program
M.S., Illinois State University

Raymond Louis Schmitt
Professor, Sociology, Anthropology and Social Work
Ph.D., University of Iowa

Judith Warburton Schnaitter
Counselor, Student Counseling Center
M.A., University of Minnesota-Twin Cities

Kathleen Anne Schniedwind
Women's Athletic Trainer
M.S., Indiana University-Bloomington

Max Schoenfeld
Professor, Music
B.M., Manhattan School of Music

Juergen M. Schroeder
Professor, Physics
Ph.D., Cornell University

Joan M. Schuetz
Assistant Director, Admissions
M.M., Illinois State University

Peter Frank Schuetz
Associate Professor, Music
M.M., University of Illinois-Urbana

Vanette Mae Schwartz
Assistant Librarian
Associate Professor, Milner Library
M.A., University of Illinois-Urbana

Marilyn Ruth Schwartzkopf
Faculty Associate, Metcalf Elementary School
M.Ed., Mercer University-Macon

Michael L. Schwartzkopf
Associate Professor, Music
D.M.A., University of Iowa

Christ Frank Schwelle
Director, Bone Student Center and Braden Auditorium
M.S. in Ed., Eastern Illinois University

Carlita M. Scott
Coordinator, Activities/Programs, Bone Student Center
B.S., Illinois State University

Peggy Elynn Scott
Faculty Associate, University High School
M.S., Illinois State University

William Lon Scott
Professor, Finance and Law
Ph.D., University of Houston-University Park

Thomas Kay Searight
Professor, Geography - Geology
Ph.D., University of Illinois-Urbana

Margarett A. Seibel
Assistant Librarian
Assistant Professor, Milner Library
M.A.L.S., Rosary College

William D. Semlak
Professor, Communication
Ph.D., University of Minnesota-Twin Cities

Roger Earl Senesac
Coordinator, Residence Hall
M.S. in Ed., Southern Illinois University-Edwardsville

Linnea Imler Sennott
Professor, Mathematics
Ph.D., Carnegie-Mellon University

Carlos Serrato
Area Coordinator, Residential Life
M.A.Ed., Western Kentucky University

Kyle C. Sessions
Professor, History
Ph.D., Ohio State University

Teresa Lynne Shaver
Faculty Associate, Laboratory Schools Special Education
B.S. in Ed., Illinois State University

Katherine Virginia Shaw
Assistant Librarian
Associate Professor, Milner Library
Sp.Ed., Western Michigan University

Margaret Helen Shaw-Baker
Assistant Professor, Curriculum and Instruction
Ph.D., University of Oklahoma-Norman

Michael Bert Shelly
Assistant Professor, Communication
Ph.D., Southern Illinois University-Carbondale

Theresa Jane Shepton
Faculty Associate, Metcalf Elementary School
M.S. in Ed., Western Illinois University

John Charles Shields
Associate Professor, English
Ph.D., University of Tennessee-Knoxville

Thomas W. Shigalis
Associate Professor, Mathematics
Ph.D., University of Illinois-Urbana

Dongwook Shin
Assistant Professor, Management and Quantitative Methods
M.B.A., Bowling Green University

Janet Doris Blackledge Shook
Assistant Director, Professional Development Division-CCEPS
M.A., University of Iowa

Murray M. Short
Assistant Professor, Curriculum and Instruction (Metcalf Elementary School)
M.A., George Peabody College of Vanderbilt University

Linda S. Showers
Assistant Professor, Marketing
Ph.D., Ohio State University

Sol Shulman
Professor, Chemistry
Ph.D., North Dakota State University

Mark Siderits
Associate Professor, Philosophy
Ph.D., Yale University

Herbert Carl Sieg
Associate Professor, Accounting
M.A.S., University of Illinois-Urbana

John R. Sigle
Director, Space Planning and Analysis
M.A., Sangamon State University

Lyman Moody Simms, Jr.
Professor, History
Ph.D., University of Virginia

Emilio Generoso Simons
Principal Drill Instructor, Military Science

Gail A. Simpson
Assistant Professor, Art
M.F.A., School of the Art Institute-Chicago

Ram Das Singh
Professor, Economics
Ph.D., Indiana Agricultural Research Institute

Rodger B. Singley
Assistant Professor, Marketing
M.B.A., University of Southern Mississippi

John Joseph Sipes
Assistant Professor, Theatre
M.F.A., Indiana University-Bloomington

George Skadron
Department Chairperson
Professor, Physics
Ph.D., University of Rochester

Neil Thomas Skaggs
Associate Professor, Economics
Ph.D., Duke University

Beverly Ann Smith
Associate Professor, Criminal Justice Sciences
Ph.D., Miami University

Bryant K. Smith
Acting Assistant Director, Admissions
B.S., Illinois State University

Elaine Smith
Assistant Director, Student Life and Programs
B.A., Central Michigan University

Lyle Edward Smith
Director, Special Services for Disadvantaged Students
M.S. in Ed., Illinois State University

Paula Jean Smith
Associate Professor, Specialized Educational Development
Ph.D., University of Illinois-Urbana

Susan Livingston Smith
Coordinator, Field Placement
Associate Professor, Sociology, Anthropology and Social Work
M.S.W., University of Tennessee-Knoxville

Judith Joan Smithson
Coordinator, Disability Concerns
Ed.D., Illinois State University

Walter John Smoski
Assistant Professor, Speech Pathology and Audiology
Ph.D., University of Illinois-Urbana

David H. Snyder
Director, Enrollment Management
M.A., California State Polytechnic University-San Luis Obispo

Douglas Snyder
State Director, Illinois Special Olympics
B.S. in B.A., Drake University

Michael A. Sonderoth
Faculty Associate, University High School
B.S., Illinois State University

Linda Mary Sorrells
Coordinator, Wellness Program
Assistant Professor, Health, Physical Education, Recreation and Dance
M.S., University of Illinois

Diana Jane Souder
Faculty Associate, Laboratory Schools Special Education
B.S., Indiana University-Purdue University-Indianapolis

Lawrence E. Spence
Professor, Mathematics
Ph.D., Michigan State University

Charles T. Spencer
Professor, Health Sciences
Ph.D., Southern Illinois University-Carbondale

Michael L. Speros
Coordinator, Residence Hall
M.A., Edinboro University of Pennsylvania

Susan Kay Sprecher
Associate Professor, Sociology, Anthropology and Social Work
Ph.D., University of Wisconsin-Madison

Carl P. E. Springer
Acting Department Chairperson
Assistant Professor, Foreign Languages
Ph.D., University of Wisconsin-Madison

David J. Staniford
Head Tennis Coach
Ed.D., University of Oregon

Keith E. Stearns
Professor, Specialized Educational Development
Ed.D., Indiana University-Bloomington

Francis X. Steck
Assistant Professor, Industrial Technology
M.A., Indiana State University

Stephen Kay Steele
Associate Professor, Music
D.M.A., University of Arizona

John P. Stefano
Department Chairperson
Professor, Theatre
Ph.D., University of California-Los Angeles

Margaret S. Steffensen
Associate Professor, English
Ph.D., University of Illinois-Urbana

E. Robert Stell
Professor, Art
M.S., Southern Illinois University-Carbondale

Joan Margaret Tosh Steidinger
Faculty Associate, Laboratory Schools Special Education
B.S., University of Illinois-Urbana

C. Louis Steinburg
Professor, Art
M.S. in Ed., Southern Illinois University-Carbondale

Robert Morris Steinman
Assistant Professor, Philosophy
Ph.D., Michigan State University

Florine Ann Eicher Stemm
Assistant Professor, Home Economics
Ph.D., Ohio State University

Karen Jo Stephens
Director, Child Care Center
M.S. in Ed., Illinois State University

Myrna Lewis Stephens
Assistant Professor, Health, Physical Education, Recreation and Dance
M.S.P.E., University of North Carolina-Greensboro

Sarah Joann Stephens Assistant Professor, Specialized Educational Development M.S., University of Tennessee-Knoxville	Michael Walter Surma Acting Director, Laboratory Schools M.S. in Ed., Illinois State University	Loretta Thirtyacre Coordinator, Clinical Experiences and Certification Processes M.S. in Ed., Illinois State University
Constance Joan Stepp Faculty Associate, Metcalf Elementary School M.S. in Ed., Purdue University	Robert D. Sutherland Professor, English Ph.D., University of Iowa	Clayton F. Thomas Acting Associate Vice President, Research and Dean of Graduate Studies Professor, Educational Administration and Foundations Ph.D., University of Iowa
Michael Jonathan Stevens Associate Professor, Psychology Ph.D., University of Missouri-Columbia	Bill E. Swafford Associate Professor, Applied Computer Science Ph.D., University of Georgia	Shailer Thomas Professor, Sociology, Anthropology and Social Work Ph.D., Michigan State University
Dianne Marie Stevenson Faculty Associate, Metcalf Elementary School B.S. in Ed., Illinois State University	Jane Oliver Swafford Department Chairperson Professor, Mathematics Ed.D., University of Georgia	Linda Jane Thomley Faculty Associate, Metcalf Elementary School B.F.A., Illinois Wesleyan University
Gerald Robert Stevenson Distinguished Professor, Chemistry Ph.D., Texas A & M University	Ronald D. Swan Chief, University Police M.A., Webster University	Nancy Jane Thomley Assistant Professor, Speech Pathology and Audiology M.S., Illinois State University
Jeffrey J. Stewart Head Mens Baseball Coach M.Ed., Mississippi State University	Gary Michael Swee Academic Advisor Ph.D., Michigan State University	Alba G. Thompson Associate Professor, Mathematics Ed.D., University of Georgia
Jo Ann Stewart Assistant to Dean, Arts and Sciences B.A., Bowling Green State University	Mark Edward Swerdluk Professor, Psychology Ph.D., Michigan State University	Charles Frederick Thompson Professor, Biological Sciences Ph.D., Indiana University-Bloomington
Kristin D. Stewart Area Coordinator, Residential Life M.A.Ed., University of Northern Iowa	Michael Syrotinski Assistant Professor, Foreign Languages M.A., Ph.D., Yale University	Patrick W. Thompson Associate Professor, Mathematics Ed.D., University of Georgia
Kenneth William Stier Assistant Professor, Industrial Technology Ed.D., Illinois State University	Joe E. Talkington Professor, Industrial Technology Ed.D., University of Northern Colorado	Laurie Lyn Thompson-Merriman Faculty Associate, University High School B.F.A., Texas Christian University
Shelley L. Stillwell Assistant Professor, Philosophy Ph.D., Purdue University	Nannette Kathleen Tanaka Faculty Associate, Laboratory Schools Special Education M.S. in Ed., Illinois State University	Carol A. Thornton Professor, Mathematics Ph.D., Indiana University-Bloomington
Janet Sue Stivers Coordinator, Academic Advisement M.S. in Ed., Illinois State University	J. Curtis Tannahill Director, Speech and Hearing Clinic Professor, Speech Pathology and Audiology Ph.D., University of Kansas	Carla Evelyn Tighe Assistant Professor, Economics Ph.D., University of Illinois-Urbana
Richard A. Stivers Professor, Sociology, Anthropology and Social Work Ph.D., Southern Illinois University-Carbondale	Pamela Brueckner Tannura Associate Professor, Art M.F.A., Rochester Institute of Technology	Jerome Tillman Associate Professor, Curriculum and Instruction Ph.D., Michigan State University
Calvin L. Stockman Dean, Continuing Education and Public Service Associate Professor, Educational Administration and Foundations Ed.D., Northern Illinois University	Rodger Leroy Tarr Professor, English Ph.D., University of South Carolina-Columbia	Linda Lee Timm Director, Student Judicial Office M.S. in Ed., Illinois State University
Judith Allen Stockman Coordinator, Clinical Experiences and Certification Processes M.Ed., Grand Valley State University	Vicki Lynn Tate Assistant Librarian Instructor, Milner Library M.S., University of Illinois-Urbana	Mark Charles Timmons Associate Professor, Philosophy Ph.D., University of Nebraska-Lincoln
Charles Frank Stokes, Jr. Associate Professor, Music M.M., Indiana University-Bloomington	Mohamad Tavakoli-Targhi Assistant Professor, History Ph.D., University of Chicago	Shailesh Kumar Tipnis Assistant Professor, Mathematics Ph.D., Cornell University
David A. Strand Vice President and Provost Professor, Educational Administration and Foundations Ed.D., Indiana University-Bloomington	Carroll Arthur Taylor Associate Professor, Accounting Ph.D., Illinois State University	Phyllis Tischhauser Faculty Associate, Metcalf Elementary School B.S., Southern Illinois University-Carbondale
Kenneth Harold Strand Professor, Educational Administration and Foundations Ph.D., University of Iowa	Donna Jeanne Taylor Assistant Director, Intercollegiate Athletics M.S., Illinois State University	Barbara T. Todd Assistant Director, Alumni and Parent Services M.S., Illinois State University
Ronald L. Strickland Assistant Professor, English Ph.D., Syracuse University	Fred Allen Taylor Professor, Curriculum and Instruction Ph.D., Purdue University	William L. Tolone Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Tennessee-Knoxville
Mark Allen Strobel Assistant Professor, Military Science M.A., Webster University	Gary Allen Taylor Program Coordinator, Continuing Education and Public Service M.S. in Ed., Northwest Missouri State University	Jim N. Tone Professor, Biological Sciences Ph.D., Iowa State University
Carolyn Sue Strohkirch Assistant Professor, Communication Ph.D., University of Washington	Tse-Hao Mike Tcheng Associate Professor, Communication Ph.D., University of Iowa	Sally Kae Tone Assistant Department Chairperson, Sociology, Anthropology, and Social Work M.S., Illinois State University
Norma Jean Stumbo Assistant Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Illinois-Urbana	Tse-Kia Kup Tcheng Director, Computer Services and Information Technology Associate Professor, Health, Physical Education, Recreation and Dance Ph.D., University of Iowa	Naomi Whiting Towner Professor, Art M.F.A., Rochester Institute of Technology
Frank Suggs Associate Professor, Music M.M.Ed., University of Arizona	David R. Tell Associate Professor, Art M.F.A., Alfred University	Robert B. Townsend Assistant Librarian Associate Professor, Milner Library M.S., University of Illinois-Urbana
Jurgen Peter Suhr Associate Professor, Art M.A., Illinois State University	Marsha P. Tell Faculty Associate, Metcalf Elementary School Ed.D., Illinois State University	Roy Clay Treadway Associate Professor, Sociology, Anthropology and Social Work Ph.D., University of Michigan-Ann Arbor
Quintin Eugene Sullivan Assistant Professor, Sociology, Anthropology and Social Work Ph. D., University of Wisconsin-Madison	Pamela K. Terry Research Assistant, Graduate School M.S., Western Illinois University	Joseph C. Tsang Professor, Chemistry Ph.D., University of Oklahoma-Norman
Marygrace Kenna Surma Research Design Consultant M.S. in Ed., Illinois State University	Melvin Ernest Thake Faculty Associate, Metcalf Elementary School M.S., Illinois State University	David L. Tucker Professor, Specialized Educational Development Ph.D., University of Illinois-Urbana
	Manhar P. Thakore Assistant Librarian Associate Professor, Milner Library M.S., University of Illinois-Urbana	Kerry William Tudor Assistant Professor, Agriculture Ph.D., Iowa State University
	Harry Allen Thiel General Manager, Vidette B.S., Southern Illinois University-Carbondale	

Marilyn Leigh Turner Academic Advisor, Management and Quantitative Methods M.S. in Ed., Illinois State University	David Charles Wallace Assistant Professor, Applied Computer Science Ph.D., University of Illinois-Urbana	Alan W. Weith Acting Director, Professional Development Division of Continuing Education and Public Service
George Everett Tuttle Professor, Communication Ph.D., University of Illinois-Urbana	Thomas P. Wallace President Professor, Chemistry Ph.D., Clarkson University	Roger Bruce Weller Department Chairperson Associate Professor, Health Sciences Ph.D., University of Illinois-Urbana
Theresa Mboto Umoren Coordinator, Residence Hall M.S., Illinois State University	Robert H. Walsh Department Chairperson Professor, Sociology, Anthropology and Social Work Ph.D., University of Iowa	Ronald Dean Wellman Director, Intercollegiate Athletics M.Ed., Bowling Green State University
Joseph John Urbelis Faculty Associate, University High School B.S., University of Illinois-Chicago	Sharon D. Walsh Coordinator, Academic Advisement M.A., University of Illinois-Urbana	Loyd Edward Wells Associate Professor, Criminal Justice Sciences Ph.D., University of Wisconsin-Madison
Diane Faye Urey Department Chairperson Professor, Foreign Languages Ph.D., Johns Hopkins University	Anne B. Walter Associate Professor, Art M.S., Illinois State University	Michael John Welsh Assistant Professor, Chemistry Ph.D., University of Illinois-Urbana
Charles Lawrence Vanden Eynden Professor, Mathematics Ph.D., University of Oregon	Kathleen R. Walter Faculty Associate, Laboratory Schools Special Education B.S. in Ed., Illinois State University	Juanita June Wennerstrom Assistant Professor, Health, Physical Education, Recreation and Dance M.S. in Ed., Illinois State University
James Vander Laan Assistant Professor, Foreign Languages Ph.D., University of Illinois-Urbana	William D. Walters, Jr. Professor, Geography - Geology Ph.D., Indiana University-Bloomington	Rose Mary Wentling Associate Professor, Business Education and Administrative Services Ph.D., University of Illinois-Urbana
Ronald S. VanEtten Faculty Associate, University High School M.S., Illinois State University	Jack D. Wamble Associate Professor, Industrial Technology Ph.D., Southern Illinois University-Carbondale	Douglas X. West Professor, Chemistry Ph.D., Washington State University
Carroll H. Varner Associate University Librarian Associate Professor, Milner Library M.B.A., University of Nebraska-Omaha M.A., University of Denver	Peter Yuan Kai Wang Professor, Health, Physical Education, Recreation and Dance Ph.D., University of New Mexico	Pamela Hardaway Wheeler Assistant Professor, Specialized Educational Development Ph.D., Southern Illinois University-Carbondale
Carson Hamill Varner Professor, Finance and Law M.B.A./J.D., University of Oklahoma-Norman	Toni Lea McCarty Warren Associate Professor, Specialized Educational Development Ph.D., University of Illinois-Urbana	Rick Charles Whitacre Professor, Agriculture Ph.D., University of Illinois-Urbana
Iris Zerbe Varner Professor, Business Education and Administrative Services Ph.D., University of Oklahoma-Norman	Karen Elizabeth Washington Counselor, Student Counseling Center Ph.D., Southern Illinois University-Carbondale	Richard Owens Whitcomb Professor, Foreign Languages Ph.D., Stanford University
Susan A. Vericella Academic Advisor M.S., Illinois State University	Francis L. Waterstraat, Jr. Director, Medical Records Administration Program Assistant Professor, Health Sciences M.B.A., San Diego State University	Curtis Keith White Associate Professor, English Ph.D., University of Iowa
Margaret Elizabeth Verner Assistant Professor, Health, Physical Education, Recreation and Dance Ed.D., Illinois State University	Lloyd I. Watkins President Emeritus Regency Professor, Communication Ph.D., University of Wisconsin-Madison	Ray Lewis White Distinguished Professor, English Ph.D., University of Arkansas
William G. Vickroy Assistant Director, Illinois Special Olympics M.A., Ohio State University	Robert Joseph Wazienski Assistant Department Chairperson, Sociology, Anthropology and Social Work Ph.D., University of Kansas	William A. White Director, Redbird Arena
Mark Stephen Victor Faculty Associate, Metcalf Elementary School and University High School M.M.Ed., Illinois State University	James William Webb Associate Professor, Chemistry Ph.D., University of Michigan-Ann Arbor	Douglas W. Whitman Assistant Professor, Biological Sciences Ph.D., University of California-Berkeley
Joaquin A. Vila Assistant Professor, Applied Computer Science Ph.D., University of Missouri-Rolla	Anita Harwell Webb-Lupo Associate Vice President for Academic Personnel and Budgeting Professor, Home Economics Ed.D., University of Tennessee-Knoxville	Peter Whitmer Assistant Director, Development Illinois Wesleyan University
Michael Richard Virlee Faculty Associate, University High School M.S., University of Wisconsin-Stout	Yvette Adele Webber-Davis Coordinator, Academic Services M.S. in Ed., Illinois State University	A. Emerson Wiens Associate Professor, Industrial Technology Ph.D., University of Illinois-Urbana
Julia Novetah Visor Coordinator, Academic Services Assistant Professor, English D.A., Illinois State University	Stephen Kent Weibel Associate Professor, Agriculture Ph.D., University of Illinois-Urbana	Alfred Wiggins Counselor, Student Counseling Center Ph.D., Indiana University
Frank Charles Vybird Professor, Theatre M.F.A., University of Texas-Austin	David F. Weber Professor, Biological Sciences Ph.D., Indiana University-Bloomington	Todd D. Wigginton Assistant Mens Cross Country, Track and Field Coach M.A., University of Iowa
Morton Donald Waimon Professor, Curriculum and Instruction Ed.D., Columbia University Teachers College	Gary Dean Weede Professor, Industrial Technology Ph.D., Iowa State University	Steven Michael Wigton Assistant Mens Football Coach M.S., West Virginia University
Lynn Marie Waishwell Associate Professor, Health Sciences Ph.D., Southern Illinois University-Carbondale	Katherine Margaret Weir Assistant Librarian Assistant Professor, Milner Library M.B.A., Arizona State University	Dan L. Wilhelm Associate Professor, Theatre M.F.A., Ohio University
Mark Stephen Walbert Assistant Professor, Economics Ph.D., University of New Mexico	Milton Earl Weisbecker Professor, Health, Physical Education, Recreation and Dance Ed.D., Syracuse University	Linda Sue Wilkins Faculty Associate, Metcalf Elementary School M.S. in Ed., Illinois State University
Jeffrey John Walczyk Assistant Professor, Psychology Ph.D., Syracuse University	Ralph Albert Weisheit Associate Professor, Criminal Justice Sciences Ph.D., Washington State University	Brian James Wilkinson Professor, Biological Sciences Ph.D., University of Sheffield (England)
Diane Claire Walker Faculty Associate, University High School B.S. in Ed., Illinois State University	Glenn Leslie Weiss Medical Director M.D., University Health Sciences-Chicago Medical School	Christie A. Williams Academic Advisor, Finance and Law B.S., Illinois State University
John H. Walker Assistant Professor, Art M.F.A., East Tennessee State University		David Brian Williams Assistant Dean, Fine Arts Professor, Music Ph.D., University of Washington
Paul Montgomery Walker Professor, Agriculture Ph.D., University of Illinois-Urbana		Karen Bradburn Williams Assistant Professor, Psychology Ph.D., Iowa State University
Barbara K. Wallace Program Coordinator, Continuing Education and Public Service Ed.D., College of William and Mary		Macon Lassiter Williams Associate Professor, Psychology Ph.D., Ohio State University

Daniel Ray Willis
Assistant to Director, Intercollegiate Athletics
M.Ed., Colorado State University

Beverly Dawn Wilson
Acting Department Chairperson
Professor, Health, Physical Education,
Recreation and Dance
Ph.D., Ohio State University

Deborah A. Wilson
Assistant Womens Cross Country, Track and Field
Coach
B.S., Illinois State University

Eligbie Wilson
Coordinator, Special Projects, Communication
M.S., Illinois State University

Thomas Dwight Wilson
Associate Professor, Political Science
Ph.D., University of Illinois-Urbana

Michael Winchell
Professor, Business Education and Administrative
Services
Ed.D., Illinois State University

Susan M. Winchip
Assistant Professor, Home Economics
M.S., Purdue University

John Randall Winter
Associate Professor, Agriculture
Ph.D., Oregon State University

Celeste A. Winterberger
Assistant Professor, Industrial Technology
M.S., Purdue University

Forrest G. Wisely
Associate Professor, Communication
Ed.D., University of Southern California

Lois A. Wisniewski
Faculty Associate, University High School
B.S., Illinois State University

Mary Pellegrino Witherow
Faculty Associate, Metcalf Elementary School
and University High School
M.A., Illinois State University

Arnold S. Wolfe
Assistant Professor, Communication
Ph.D., Northwestern University

Jeffrey Alan Wood
Associate Professor, Agriculture
Ph.D., Cornell University

William Charles Woodson
Professor, English
Ph.D., University of Pennsylvania

Donna Jo Workman
Professor, Health, Physical Education,
Recreation and Dance
Ph.D., University of Iowa

Ralph D. Wray
Professor, Business Education and Administrative
Services
Ed.D., Indiana University-Bloomington

David W. Wright
Professor, Communication
Ph.D., Wayne State University

Walker D. (Mark) Wyman, Jr.
Professor, History
Ph.D., University of Washington

Michael Louis Wyzan
Associate Professor, Economics
Ph.D., University of North Carolina-Chapel Hill

Richard J. Yankowski
Assistant Director, Student Life and Programs
B.S., Illinois State University

David Albert Yos
Assistant Librarian
Associate Professor, Milner Library
Ph.D., University of Iowa

Martin A. Young
Department Chairperson
Professor, Speech Pathology and Audiology
Ph.D., University of Iowa

Robert D. Young
Professor, Physics
Ph.D., Purdue University

William Perry Young
Assistant Professor, Industrial Technology
(University High School)
M.A., Western Kentucky University

Dan Charles Younger
Assistant Professor, Art
M.F.A., University of Iowa

Richard C. Youngs
Professor, Curriculum and Instruction
Ph.D., Michigan State University

Harvey Gary Zeidenstein
Professor, Political Science
Ph.D., New York University

Sandra Kay Zielinski
Associate Professor, Theatre
M.F.A., Illinois State University

Henry Jones Zintambila
Assistant Professor, Geography - Geology
Ph.D., University of Hawaii-Manoa

Wayne H. Zook
Professor, Industrial Technology
Ph.D., Iowa State University

Douglas R. Bey (1944)
Professor of Mathematics (Emeritus)
Ph.D., University of Illinois

C. Eric Bickley (1953)
Professor, (Emeritus), Department of Theatre
M.S., The University of Wisconsin

Martha Bickley
Assistant Professor, (Emerita), Business
Education and Administrative Services
M.S., Illinois State University

Allie Ward Billingsley (1949)
Professor of Spanish (Emerita)
Ph.D., University of Illinois

Ferman Bishop
Professor, (Emeritus), English
Ph.D., University of Wisconsin-Madison

Alton J. Bjork (1968)
Professor, (Emeritus), Department of Curriculum
and Instruction
Ed.D., Columbia University

E. Scott Blankenship (1956)
Professor of Education (Emeritus)
Ph.D., The Ohio State University

Roger D. Blomgren (1949)
Professor, (Emeritus), Department of Industrial
Technology
Ed.D., University of Illinois

Walter F. Bock
Associate Professor, (Emeritus), Art
M.A., University of California-Berkeley

Charles W. Bolen
Dean, Fine Arts
Professor, (Emeritus), Music
Ph.D., Indiana University - Bloomington

James William Bommarito
Professor, (Emeritus), Specialized
Educational Development
Ed.D., Wayne State University

Robert G. Bone (1956)
President, Professor of History (Emeritus)
Ph.D., University of Illinois

Harold J. Born
Chairperson, Department of Physics
Professor, (Emeritus), Department of Physics
Ph.D., Iowa State University

Margaret K. Bradford (1951)
Assistant Professor of Home Economics (Emerita)
M.S., Colorado State College

Paul J. Brand (1958)
Professor of Geography (Emeritus)
Ed.D., Columbia University

Alma B. Bremer
Assistant Professor, (Emerita), Department of
Home Economics
M.A., University of Illinois

Francis R. Brown (1949)
Director of Credit Programs in the College
of Continuing Education and Public
Service, Assistant Director of Summer Sessions
Professor of Mathematics (Emeritus)
Ed.D., University of Illinois

Walter H. Brown (1955)
Professor of Botany (Emeritus)
Ph.D., University of Illinois

Leonard A. Brubaker (1964)
Associate Professor, (Emeritus) Department
of Curriculum and Instruction
Ph.D., The Ohio State University

James F. Brubeck
Assistant Professor, (Emeritus), Marketing
M.A., Ball State University

Elsie L. Bryan (1960)
Faculty Associate in the Metcalf
Elementary School (Emerita)
M.S., Illinois State University

Cecilia P. Bunney (1945)
Director of Museums and Professor (Emerita)
Ph.D., The State University of Iowa

Wesley C. Calef (1970)
Professor, (Emeritus), Department of Geography-
Geology
Ph.D., The University of Chicago

R. Jerry Cantlon (1962)
Professor, (Emeritus), Department of Curriculum
and Instruction
Ed.D., University of Colorado

John R. Carlock (1951)
Associate Professor of Education (University
High School) (Emeritus)
M.S. in Ed., Illinois State University

Dorothy H. Carrington
University Affirmative Action Officer
Associate Professor, (Emerita), Department of Psychology
Ed.D., The Florida State University

Valjean M. Cashen
Professor, (Emeritus), Department of Psychology
Ed.D., University of Northern Colorado

Roger J. Champagne
Professor, (Emeritus), History
Ph.D., University of Wisconsin-Madison

Patricia Ann Chesebro
Associate Professor, (Emerita), Psychology
Ph.D., University of Illinois, Urbana Campus

Helen Chiles (1948)
Assistant Professor of Latin (Emerita)
A.M., University of Illinois

Dorothy W. Clark (1964)
Assistant Professor of Speech Pathology and Audiology (Emerita)
A.M., The University of Michigan

Herbert E. Clark (1966)
Associate Professor of Psychology (Emeritus)
Ph.D., Purdue University

Ruth L. Cole (1944)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., Northwestern University

James E. Collie
Professor, (Emeritus), Health, Physical Education, Recreation and Dance
P.E.D., Indiana University, Bloomington

Thomas E. Comfort
Professor, (Emeritus), Foreign Languages
Ph.D., University of Illinois - Urbana

Arnold C. Condor (1964)
Professor of Business Education (Emeritus)
Ph.D., New York University

Ronald L. Cook (1962)
Associate Professor of Chemistry (Emeritus)
M.S. in Ed., Western Illinois University

Rogue J. Cordero
Distinguished Professor, (Emeritus), Music
B.A., Hamline University

Dorothy D. Cox (1957)
Assistant Professor of Elementary Education (Metcalf Elementary School) (Emerita)
M.A., George Peabody College for Teachers

Virginia R. Crafts
Professor, (Emerita), Health, Physical Education, Recreation and Dance
Ed.D., Columbia University Teachers College

Robert L. Cramer (1958)
Assistant Professor of Elementary Education (Emeritus)
M.S. in Ed., Illinois State University

Warren S. Crews (1951)
Assistant Professor, Department of Health, Physical Education, Recreation, and Dance (Emeritus)
M.S. in Ed., Illinois State University

Lucile Z. Crosby (1940)
Assistant Librarian and Assistant Professor of Library Science (Emerita)
M.S. in L.S., Library School, University of Illinois

Norton B. Crowell (1969)
Professor, Department of English (Emeritus)
Ph.D., Harvard University

Alfred A. Culver (1961)
Professor, Department of Agriculture (Emeritus)
Ph.D., Purdue University

George E. Cunningham (1973)
Assistant Professor, Department of History (Emeritus)
M.S., The University of Wisconsin

Frances L. Damm (1948)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.S. in Ed., The University of Wisconsin

Keith C. Davidson
Assistant Professor, (Emeritus), Speech Pathology and Audiology
M.A., Columbia University Teachers College

Lillian S. Davies (1963)
Associate Professor of Elementary Education (Emerita)
Ph.D., University of Minnesota

F. James Davis (1971)
Professor, Department of Sociology, Anthropology, and Social Work (Emeritus)
Ph.D., The University of Iowa

John J. Devitt
Staff Physician, (Emeritus)
M.D., Marquette University

Eleanor Dilks (1952)
Professor, (Emerita), Department of Biological Sciences
Ph.D., The University of Wisconsin

Leven M. Dowdall (1957)
Assistant Professor of Industrial Technology (Emeritus)
M.S. in Ed., Illinois State University

Pauline S. Drawer (1956)
Associate Professor of English (Emerita)
Ph.D., University of Illinois

Robert Clifford Duty
Professor, (Emeritus), Chemistry
Ph.D., University of Iowa

William Wonch Easton
Assistant Librarian Associate
Professor, (Emeritus), Milner Library
M.A., University of Denver

Scott C. Eatherly
Assistant Professor, (Emeritus), English
M.S., University of Wisconsin - Madison

Alice L. Ebel (1934)
Professor of Political Science (Emerita)
Ph.D., University of Illinois

Dorothy Eckelmann (1945)
Professor of Speech Pathology and Audiology (Emerita)
Ph.D., The University of Iowa

Albert H. Eckert (1955)
Assistant Professor, (Emeritus), Department of Mathematics (University High School)
M.S., University of Illinois

Thomas F. Edwards
Professor, (Emeritus), Department of Curriculum and Instruction
Ed.D., Michigan State University

Elwood F. Egelson (1962)
Professor of Educational Administration (Emeritus)
Ed. D., University of Oregon

Alice M. Eikenberry (1945)
Professor of the Teaching of History in University High School (Emerita)
Ed.D., Teachers College, Columbia University

Ralph A. Elliott (1963)
Medical Director of the University Health Service, Professor (Emeritus)
M.D., Northwestern University Medical School

Edna E. Engberg (1951)
Assistant Professor (Emerita), Department of Health, Physical Education, Recreation and Dance (Metcalf Elementary School)
M. Ed., The University of Michigan

Preston Ensign (1943)
Coordinator of Campus Planning (Emeritus)
B.Ed., Illinois State University

Donald H. Erickson
Professor, (Emeritus), English
Ph.D., University of Illinois - Urbana

Nickolas J. Ernest (1969)
Associate Professor, (Emeritus), Department of Art
M.A.T., Indiana University

Raymond W. Esworth (1949)
Professor of Accounting (Emeritus)
Ph.D., University of Illinois

John M. Ewing (1969)
Professor, Department of Specialized Educational Development (Emeritus)
Ed.D., The University of Nebraska

Dorothy S. Fagerburg (1957)
Assistant Professor of Library Science (Emerita)
M.A., Occidental College

Lloyd W. Farlee
Professor, (Emeritus), Department of Music
Ph.D., The University of Iowa

Ethel G. Feicke (1962)
Coordinator of Advising for General and Unclassified Students
Assistant Professor, (Emerita), Department of Curriculum and Instruction
M.S. in Ed., Illinois State University

Dorothy E. Fenholz (1951)
Professor of Botany (Emerita)
Ph.D., Northwestern University

John W. Ferrell
Professor, (Emeritus), Music
Ph.D., University of Iowa

Eileane H. Fielding
Assistant Professor, (Emerita), English
M.S. in Ed., Illinois State University

Thomas C. Fitch
Professor, (Emeritus), Curriculum and Instruction
Ph.D., Michigan State University

Flora H. Foltz
Assistant Professor, (Emerita), Specialized Educational Development
M.S. in Ed., Southern Illinois University-Carbondale

George W. Forgy, Jr. (1967)
Professor, (Emeritus), Department of Agriculture
Chairperson, Department of Agriculture
Ph.D., Illinois State University

J. Anne Foreman
Associate Professor, (Emerita), Foreign Languages
Ph.D., University of Colorado at Boulder

Audrey Francis
Assistant Professor, (Emerita), Specialized Educational Development
M.A., University of Iowa

Ruth M. Freyberger (1951)
Professor, (Emerita), Department of Mathematics (University High School)
M.S., University of Illinois

Walter H. Friedhof (1958)
Professor, Department of Psychology (Emeritus)
Ph.D., the University of Iowa

Leo H. Frigo (1966)
Staff Physician in the University Health Service (Emeritus)
M.D., Chicago Medical School

William Frisko (1961)
Professor, Department of Curriculum and Instruction (Emeritus)
Ed.D., Wayne State University

Harold E. Frye (1931)
Assistant Professor of Health and Physical Education for Men (Emeritus)
M.A., New York University

William D. Fuehrer
Associate Professor, (Emeritus), Foreign Languages
Ph.D., University of Michigan - Ann Arbor

Beryl T. Galaway (1948)
Assistant Librarian, Assistant Professor of Library Science (Emerita)
A.M.L.S., The University of Michigan

Harold E. Gibson (1950)
Director of the Bureau of Appointments
Professor of Education (Emeritus)
Ed.D., University of Missouri

Arley F. Gillett (1944)
Director of Athletics, Professor of Health, Physical Education and Recreation (Emeritus)
P.E.D., Indiana University

Hal M. Gilmore
Assistant Professor, (Emeritus), Department of Mathematics
M.A., Western Kentucky University

George Girardi, Jr.
Head Mens Wrestling Coach
Associate Professor, (Emeritus), Health, Physical Education, Recreation and Dance
P.E.D., Indiana University - Bloomington

Richard T. Godfrey
Director, (Emeritus), Institutional Advancement
B.S. in Ed., Illinois State University

Barbara Goebel
Professor, (Emerita), Psychology
Ph.D., University of Illinois - Urbana

Russell D. Gorman Professor, (Emeritus), Department of Health, Physical Education, Recreation and Dance P.E.D., Indiana University	Arlan C. Helgeson (1951) Professor, (Emeritus), Department of History Ph.D., The University of Wisconsin	Edward B. Jelks (1968) Director, Midwest Archeological Research Center Professor, (Emeritus), Department of Sociology, Anthropology and Social Work Ph.D., The University of Texas
Charles E. Gray Professor, (Emeritus), Department of History Ed.D., University of Illinois	Candace A. Helgeson (1958) Assistant Professor, (Emerita), Department of English M.A., University of Illinois	Marie Jessa (1946) Assistant Professor of Business Education (Emerita) M.A., The University of Iowa
Ardelle Elizabeth Graef Associate Professor, (Emerita), Curriculum and Instruction Ph.D., University of Wisconsin - Madison	Richard J. Hentz Professor, (Emeritus), Art M.F.A., Northern Illinois University	Lois R. Jett Assistant Professor, (Emerita), Home Economics M.S., Southern Illinois University-Carbondale
Miriam Gray (1946) Professor of Health and Physical Education for Women (Emerita) Ed.D., Teachers College, Columbia University	Roger E. Herberts Acting Dean, Continuing Education and Public Service Professor, (Emeritus), Industrial Technology Ed.D., University of Illinois, Urbana Campus	Milford C. Jochums (1948) Professor of English (Emeritus) Ph.D., University of Illinois
Geraldine A. Greenlee Professor, (Emerita), Health, Physical Education, Recreation and Dance Ph.D., University of Oregon	Howard R. Hetzel Professor, (Emeritus), Department of Biological Sciences Ph.D., The University of Washington	Blossom Johnson (1945) Acting Chairman of the Department of Home Economics, Professor of Home Economics (Emerita) Ed.D., University of Missouri
Glen E. Greenseth Assistant Professor, (Emeritus), Department of Physics M.A., Washington University	Charles R. Hicklin (1960) Professor, (Emeritus), Department of Curriculum and Instruction Ed.D., University of Illinois	Eric H. Johnson (1958) Vice President, Professor of Educational Administration (Emeritus) Ed.D., University of Illinois
Ino P. Greif Professor, (Emeritus) Specialized Educational Development Ed.D., Wayne State University	Janet L. Hildreth Coordinator, Clinical Experiences and Certification Processes (Emerita) M.S. in Ed., Illinois State University	John L. Johnston (1956) Professor, (Emeritus), Department of Industrial Technology Ed.D., University of Missouri
Audrey J. Grupe Associate Professor, (Emerita), Psychology Ph.D., University of Illinois, Urbana Campus	Grace Hiler (1951) Assistant Professor of the Teaching of English (Emerita) M.A., The University of Iowa Deceased April 25, 1989	Anita F. Jones (1962) Assistant Professor of Education - Metcalf (Emerita) (Department of Curriculum and Instruction) M.S. in Ed., Illinois State University
Stanley E. Grupp Professor, (Emeritus), Sociology, Anthropology and Social Work Ph.D., Indiana University, Bloomington Deceased August 16, 1989	Harriet Wheeler Hoffman (1946) Assistant Professor of Business Education (Emerita) M.A., The University of Iowa	Margaret L. Jones (1956) Professor, Department of Health, Physical Education, Recreation, and Dance (Emerita) Ph.D., The University of Wisconsin
Clara L. Guthrie (1932) Assistant Librarian, Assistant Professor of Library Science (Emerita) M.S. in L.S., Library School, University of Illinois	Frank J. Holmes (1962) Professor of Psychology (Emeritus) Ph.D., New York University	Margaret Jorgensen (1949) Assistant Professor of Psychology (Emerita) M.A., University of Denver
Bessie D. Hackett (1969) Chairperson, Department of Home Economics Professor, (Emerita), Department of Home Economics Ed.D., University of Illinois	Joseph C. Honan (1968) Associate Professor, (Emeritus), Department of Political Science Ph.D., University of Missouri	Frederick D. Kagy (1965) Professor, (Emeritus), Department of Industrial Technology Ed.D., University of Wyoming Deceased July 25, 1989
Helen J. Hadden (1976) Professor, (Emerita), Department of Specialized Educational Development Ed.D., University of Northern Colorado	F. Louis Hoover (1944) Director of Museums, Distinguished Professor of Art (Emeritus) Ed.D., New York University	Bruce T. Kaiser (1956) Director of University Union and Auditorium (Emeritus) B.S., Indiana University
Virginia R. Hager Assistant Professor, (Emerita), Department of Curriculum and Instruction M.S. in Ed., Illinois State University	James M. Howard (1966) Assistant Professor, Department of Curriculum and Instruction (Emeritus) M.A. in Ed., University of Kentucky	Jacqueline Q. Karch (1957) Professor of Home Economics (Emerita) Ed.D., Washington University
Barbara C. Hall (1957) Professor of Health, Physical Education and Recreation (Emerita) Ed.D., Columbia University	Verna A. Hoyman (1946) Assistant Professor of English (Emerita) M.A. in Ed., Northwestern University	Anna L. Keaton (1937) Dean of Women, Professor of English (Emerita) Ph.D., The University of Chicago Deceased July 17, 1989
James A. Hallam Department Chairperson Professor, (Emeritus), Accounting Ph.D., University of Iowa	Benjamin C. Hubbard (1961) University Professor (Emeritus) Dean, College of Education Department of Educational Administration and Foundations Ed.D., University of Alabama	Benjamin J. Keeley (1952) Professor of Sociology (Emeritus) Ph.D., The University of Nebraska
Doris M. Hardine (1947) Assistant Professor of Music (Emerita) M.M., Eastman School of Music	Elizabeth A. Hughes (1954) Assistant Professor of Special Education (Emerita) M.Ed., Wayne State University	Ellen D. Kelly (1957) Professor of Health and Physical Education for Women (Emerita) Ph.D., The University of Iowa
V. Carolyn Harper (1968) Assistant Professor of Information Sciences (Emerita) Adv. M.L.S., The Florida State University Deceased June 28, 1989	Mary K. Huser (1966) Director of Credit Instruction Professor, (Emerita), Department of Specialized Educational Development Ed.D., University of Illinois	Kenneth Clifton Kennard Professor, (Emeritus), Philosophy Ph.D., Northwestern University
Alice O'B. Harris (1952) Assistant Professor and Supervising Teacher Primary Educable Mentally Handicapped in Metcalf (Emerita) M.S. in Ed., University of Illinois	Irving Jacks (1968) Professor of Psychology (Emeritus) Ph.D., New York University	William N. Kennedy (1962) Assistant Professor, (Emeritus), Department of Foreign Languages M.S. in Ed., Illinois State University
Archibald J. Harris (1957) Head Swimming Coach Assistant Professor of Physical Education (Emeritus) M.A., The University of Iowa	Bryant H. Jackson Associate University Librarian Professor, (Emeritus), Milner Library M.S. in L.S., University of Southern California	Betty J. Keough (1952) Professor, Department of Health, Physical Education, Recreation, and Dance (Emerita) Ph.D., The University of Iowa
Richard R. Hart Associate Professor, (Emeritus), Geography - Geology Ph.D., University of Iowa	Harry O. Jackson (1955) Assistant Professor of Biological Sciences (Emeritus) M.S. in Ed., Illinois State University	Robert William Kief Mens Athletic Trainer (Emeritus) M.S., Illinois State University
William Douglas Hartley Professor, (Emeritus), Art Ph.D., New York University	Alvin R. Jacobson (1970) Director of Environmental Health, Professor of Environmental Health (Emeritus) Ph.D., The University of Iowa	Homer T. Knight (1957) Professor of Education (Emeritus) Ed.D., Teachers College, Columbia University
John M. Heissler (1961) Professor, (Emeritus), Department of English Ph.D., University of Illinois	Kenneth E. James (1962) Professor of Agricultural Education (Emeritus) Ed.D., University of Missouri	Harold F. Koepke (1934) Professor of Management (Emeritus) Ph.D., The University of Iowa Deceased July 31, 1989

Frederick W. Kohlmeyer (1964)
Professor, (Emeritus), Department of History
Ph.D., University of Minnesota

Walter S. G. Kohn
Professor, (Emeritus), Department of Political Science
Ph.D., New School for Social Research, New York

Joe W. Kraus (1966)
Professor of Library Science (Emeritus), Director of Libraries
Ph.D., University of Illinois

Brigitte J. Kuhn (1961)
Professor of French (Emerita)
Ph.D., Sorbonne, University of Paris

Lowell J. Kuntz (1949)
Assistant Professor of Music (Metcalf Elementary School) (Emeritus)
M.S. in Ed., Illinois State University

Norene K. Kurth (1953)
Assistant Professor of Business Education and Administrative Services (Emerita)
M.B.A., The University of Chicago

Ralph Lane (1968)
Professor, Department of Theatre (Emeritus)
Ph.D., Northwestern University

Arthur H. Larsen (1935)
Distinguished Professor of Higher Education, Consultant for Institutional Studies (Emeritus)
Ph.D., The University of Wisconsin at Madison

Margaret Lawrence (1939)
Assistant Librarian, Assistant Professor of Library Science (Emerita)
M.A., The University of Nebraska

Marjorie Louise Lewis
Professor, (Emerita), Psychology
Ph.D., University of Illinois - Urbana

Lois Lilly (1957)
Assistant Professor of Elementary Education (Emerita)
Adv. Cert. in Ed., University of Illinois

Jerome LaMonica
Associate Professor, (Emeritus), Music

Harry D. Lovelass (1946)
Professor of Education (Emeritus)
Ed.D., University of Illinois
Deceased May 5, 1989

Hattie C. Lundgren (1955)
Assistant Professor of Home Economics (Emerita)
M.S., Iowa State College

Marvin L. Luther
Associate Professor, (Emeritus), Physics
Ph.D., Virginia Polytechnic Institute and State University

G. Laurene Mabry (1960)
Professor, Department of Health, Physical Education, Recreation, and Dance (Emerita)
Ph.D., The University of Iowa

Michael Macesich (1962)
Assistant Professor, (Emeritus), Department of Chemistry, (University High School)
M.S., Indiana State University

Normand W. Madore
Professor, (Emeritus), Curriculum and Instruction
Ed.D., Wayne State University

Darryl T. Manring (1962)
Associate Professor (Emeritus), Department of Music
M.M., The University of Michigan

Faye E. Mansfield (1941)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., Teachers College, Columbia University

Helen E. Marshall (1935)
Professor of History (Emerita)
Ph.D., Duke University

J. Louis Martens (1947)
Professor of Botany (Emeritus)
Ph.D., Indiana University

Thomas B. Martin (1962)
Acting Chairperson of the Department of Finance and Law, Professor of Business Education and Administrative Services (Emeritus)
Ed. D., Indiana University

Olga A. Martinez
Assistant Professor, (Emerita), Foreign Languages Ph.D., University of Illinois, Urbana Campus

Stanley S. Marzolf (1937)
Distinguished Professor of Psychology (Emeritus)
Ph.D., The Ohio State University

Eleanor F. Matthews (1968)
Assistant Librarian
Associate Professor of Library Science, (Emerita)
M.S., University of Illinois

Robert E. McAdam (1970)
Director, Office of Research Services and Grants Professor, (Emeritus), Department of Health, Physical Education, Recreation and Dance
Ph.D., University of Illinois

Willard J. McCarthy (1955)
Associate Professor of Industrial Technology (Emeritus)
Ed.M., University of Illinois

Clyde T. McCormick (1944)
Head of the Department of Mathematics, Professor of Mathematics (Emeritus)
Ph.D., Indiana University

George F. McCoy (1962)
School Psychologist in the Metcalf Elementary School
Professor of Psychology (Emeritus)
Ph.D., University of Illinois

Neva McDavitt (1929)
Assistant Professor of Geography (Emerita)
A.M., Clark University
Deceased March 5, 1989

Dorothy M. McEvoy (1950)
Assistant Professor and Supervising Teacher (Emerita)
M.A., Teachers College, Columbia University

J H McGrath (1968)
Professor, Department of Educational Administration and Foundations (Emeritus)
Ph.D., The University of Iowa

Raymond L. McKintry (1965)
Director, Scheduling and Space Analysis
Assistant Director of Summer Sessions, (Emeritus)
M.S., University of Illinois

Robert L. Metcalf (1961)
Director, University High School Athletics, Professor, (Emeritus), Department of Health, Physical Education, Recreation and Dance
P.E.D., Indiana University

Odessa H. Meyer (1965)
Assistant Professor of Elementary Education (Emerita)
Spec. in Ed., Illinois State University

Murray Lincoln Miller (1950)
Associate Professor of Education (Emeritus)
Ph.D., University of Pittsburgh

S. Duncan Miller (1964)
Assistant Professor of Music (University High School) (Emeritus)
M.M., Eastman School of Music

Frederick V. Mills (1968)
Chairperson, Department of Art
Professor, Department of Art (Emeritus)
Ed.D., Indiana University

Robert V. Mitchell (1968)
Dean of the College of Business
Professor of Business Administration (Emeritus)
Ph.D., University of Illinois

Orrin J. Mizer (1947)
Associate Professor, (Emeritus), Department of Biological Sciences
Ph.D., The University of Iowa

Edward L. Mockford
Distinguished Professor, (Emeritus), Department of Biological Sciences
Ph.D., University of Illinois

Clarence L. Moore
Professor, (Emeritus), Agriculture
Ph.D., South Dakota State University

Robert H. Moore (1952)
Acting Dean of the College of Education, Professor of Education (Emeritus)
Ph.D., The Ohio State University
Deceased, February 4, 1989

Mark R. Moran (1966)
Associate Professor of Social Work (Emeritus)
Ph.D., The Ohio State University

Kenneth Moreland (1964)
Assistant Professor, Department of Curriculum and Instruction (Emeritus)
Adv. Cert. in Ed., University of Illinois

Adrian Baucum Myers (1957)
Assistant Professor of Mathematics (University High School) (Emerita)
M.A., University of Kentucky

Helen M. Nance (1954)
Professor of Elementary Education (Emerita)
Ph.D., The Ohio State University

Joseph M. Natale (1956)
Associate Professor, Department of Art (Emeritus)
M.S., Indiana State Teacher's College

Mary Edna Natale
Assistant Professor, (Emerita), Curriculum and Instruction
M.S. in Ed., Illinois State University

Paul Roger Nelson
Medical Director and Staff Physician (Emeritus)
M.D., University of Minnesota

Edwin E. Niemi (1958)
Professor, (Emeritus), Department of Art
M.S., The University of Wisconsin

Burton L. O'Connor (1937)
Professor of Health and Physical Education for Men (Emeritus)
Ed.D., The Pennsylvania State University

Phares G. O'Daffer
Professor, (Emeritus), Mathematics
Ph.D., University of Illinois - Urbana

Alice R. Ogle (1932)
Assistant Professor and Supervising Teacher of Art (Emerita)
M.A., Teachers College, Columbia University

Miriam G. Olsen
Special Service Center Nurse in the Health Service (Emerita)
B.S.N. Ed., Loyola University of Chicago

Mary M. Packwood (1961)
Associate Professor of Art (Emerita)
Ed.M., University of Missouri

Kelvin M. Parker (1967)
Professor of Spanish (Emeritus)
Ph.D., The University of Chicago

Louise Parker (1950)
Assistant Professor of Allied Health Professions (Laboratory Schools) (Emerita)
M.P.M., The University of Michigan

Margaret S. Parret (1946)
Associate Professor of Information Sciences (Emerita)
M.A., Teachers College, Columbia University

G. Ben Paxton, Jr.
Manager, Radio Station WGLT
Assistant Professor, (Emeritus), Communication
M.A., University of Tennessee-Knoxville

Harlan W. Peithman (1937)
Professor of Music (Emeritus)
Ed.D., Teachers College, Columbia University

Margaret K. Peters (1930)
Professor of Business Education (Emerita)
Ed.D., University of Colorado

Wolfgang Michael Pfabel
Associate Professor, (Emeritus), Foreign Languages
M.A., Case Western Reserve University

Harold R. Phelps (1958)
Professor of Special Education (Emeritus)
Ph.D., The Ohio State University

Grace M. Pittman
Academic Advisor, (Emerita)
M.A., University of Illinois-Urbana

W. Douglas Poe (1959)
Professor of Economics (Emeritus)
Ph.D., Indiana University

Genevieve Anna Pohle (1923)
Assistant Professor and Assistant Librarian (Emerita)
M.A., Graduate Library School, The University of Michigan

Vernon C. Pohlmann (1955)
Professor, Department of Sociology, Anthropology, and Social Work (Emeritus)
Ph.D., Washington University

Elizabeth T. Pope
Assistant Librarian
Associate Professor, (Emerita), Milner Library
M.S. in L.S., Drexel University

Charles B. Porter (1961)
Associate Director of Institutional Research and Computer Operations
Professor of Industrial Technology (Emeritus)
Ed.D., University of Illinois

Samuel T. Price (1968)
Professor, Department of Specialized Educational Development (Emeritus)
Ed.D., University of Pittsburgh

Charles S. Quinn (1980)
Staff Physician, Student Health Service (Emeritus)
M.D., The University of Louisville

Taimi Maria Ranta
Professor, (Emerita), English
Ph.D., University of Minnesota

H. Earle Reese (1958)
Professor of Insurance (Emeritus)
Ed.D., George Peabody College for Teachers

Vernon L. Reploge (1950)
Director of the Metcalf Elementary School,
Professor of Elementary Education (Emeritus)
Ed.D., University of Illinois

Kenneth A. Retzer
Professor, (Emeritus), Mathematics
Ph.D., University of Illinois-Urbana

E. Ione Rhymier (1954)
Professor of Bacteriology (Emerita)
Ph.D., University of Illinois

Doris M. Richards (1951)
Associate Professor, (Emerita), Department of Speech Pathology and Audiology
Ph.D., Case Western Reserve University

Mary A. Richmond (1962)
Assistant Professor of Library Science and Assistant Librarian (Metcalf Elementary School) (Emerita)
M.S. in L.S., University of Illinois

R. Omar Rilett (1958)
University Professor of Biological Sciences (Emeritus)
Ph.D., The University of Wisconsin

William J. Robinson (1970)
Head Basketball Coach, Executive Assistant (Emeritus)
M.A., The University of Michigan

James L. Roderick (1956)
Professor, (Emeritus), Department of Music
Ed.D., University of Illinois

Jose A. Rodriguez (1961)
Professor of Spanish (Emeritus)
Ph.D., Universidad de la Habana (Cuba)

Robert L. Roussey (1967)
Assistant Professor of French (Emeritus)
A.M., University of Illinois

Mary Arnold Rozum
Assistant Professor, (Emerita), Curriculum and Instruction (Metcalf Elementary School)
M.S. in Ed., University of Illinois - Urbana

Elizabeth Russell (1935)
Assistant Professor of Elementary Education (Emerita)
M.A., Teachers College, Columbia University
Deceased January 30, 1989

Thomas L. Ruud
Administrative Assistant to the Dean of the College of Fine Arts
M.S., The University of Wisconsin

Cecilia Lauby Ryan (1949)
Chairman of the Department of Professional Laboratory Experiences, Professor of Education (Emerita)
Ed.D., Indiana University

Bernard L. Ryder (1956)
Professor, Department of Chemistry (Emeritus)
Ph.D., University of Illinois

Howard H. Rye
Professor, (Emeritus), Department of Music
Ed.D., Columbia University

Creta D. Sabine (1975)
Professor, (Emerita), Department of Educational Administration and Foundations
Ed.D., Arizona State University

Dorothy D. Sands (1970)
Associate Professor, (Emerita), Department of Accounting
M.S., Illinois State University; C.P.A.

Theodore Sands (1950)
Director of International Studies
Professor, Department of History, (Emeritus)
Ph.D., The University of Wisconsin

Else A. Schmidt (1958)
Professor, (Emeritus), Department of Geography-Geology
Ph.D., University of Munich, Germany

Virginia Schnef (1967)
Professor, (Emerita), Department of Curriculum and Instruction
Ed.D., University of Illinois

Luella E. Schultz (1958)
Assistant Professor, (Emerita), Department of Curriculum and Instruction (Metcalf Elementary School)
A.M., University of Northern Colorado

Jim Scott
Professor, (Emeritus), Health, Physical Education, Recreation and Dance
Ed.D., University of Missouri-Columbia

Phoebe M. Scott
Professor, (Emerita), Health, Physical Education, Recreation and Dance
Ph.D., University of Iowa

Thomas G. Secoy (1968)
Professor, (Emeritus), Department of Accounting
Ph.D., University of Illinois, C.P.A.

Alice Sheveland (1942)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A. in Ed., Northwestern University

Stanley B. Shuman
Assistant Vice President for Physical Planning and Operations
Professor, (Emeritus), Department of Geography-Geology
Ph.D., University of Illinois

Arnold A. Slan (1967)
Professor, Department of Curriculum and Instruction (Emeritus)
Ed.D., Indiana University

Gwen K. Smith (1946)
Professor of Dance (Emerita)
Ph.D., The University of Iowa

Kathryn Watford Smith
Professor, (Emerita), Home Economics
Ed.D., University of Illinois - Urbana

Nelson Smith (1946)
Director of Photo Services
Assistant Professor of Education (Emeritus)
M.S. in Ed., Illinois State University

Ralph L. Smith (1959)
Professor, Department of Communication (Emeritus)
Ph.D., The University of Wisconsin

Robert Richard Smith
Assistant Professor, (Emeritus), Marketing
M.S., Illinois State University

Robert Sokan
Assistant Librarian
Associate Professor, (Emeritus), Milner Library
M.S., University of Illinois - Urbana

Frank William Spanbauer
Director, Non-Credit Programs (Emeritus)
Ph.D., Walden University

Irwin Spector (1948)
Professor of Music (Emeritus)
Ph.D., New York University

Barbara A. Starcevic
Assistant Director, Financial Aid (Emerita)
Illinois State University

J. Russell Steele (1947)
Assistant Director of Alumni Services
Assistant Professor of Physical Education (Emeritus)
M.S. in Ed., Illinois State University

Ethel G. Stein (1944)
Assistant Professor of Education (Emerita)
M.A., Northwestern University

Alma Stoddard (1961)
Assistant Professor, (Emerita), Department of Health, Physical Education, Recreation and Dance
M.P.E., The University of Nebraska

Charles Edward Streeter
Acting Dean, Education
Professor, (Emeritus), Communication
Ph.D., Michigan State University

William H. Sullivan (1972)
Honorary Executive Director, (Emeritus), Illinois Principals Association, Department of Educational Administration and Foundations
M.S.Ed., Western Illinois University

Patrick Tarrant
Professor, (Emeritus), Foreign Languages
Ed.D., Columbia University

Thalia J. Tarrant (1935)
Assistant Professor of History (Emerita)
A.M., University of Missouri

Vivian Tasker (1960)
Assistant Professor of Special Education (Emerita)
M.A., Northwestern University

Donald F. Templeton (1950)
Assistant to the Dean of Undergraduate Instruction, Assistant Professor of English (Emeritus)
M.A., The University of Iowa

Isabelle Terrill (1949)
Director of Residential Life
Associate Professor of Music (Emerita)
Ed.D., Columbia University

Luanne Thompson
Faculty Associate, University High School (Emerita)
M.Ed., University of Arkansas

Kirby Todd (1964)
Lecturer in Health and Physical Education for Women (Emeritus)
M.A., Teachers College, Columbia University

Margaret M. Torrey (1972)
Staff Physician, Student Health Service (Emerita)
M.D., Northwestern University

Wayne O. Truex
Professor, (Emeritus), Health, Physical Education, Recreation and Dance
Ed.D., University of Utah

Robert T. Tussing
Professor, (Emeritus), Department of Accounting
Ph.D., The University of Texas; C.P.A., C.D.P., C.S.P.

Sadie B. Udstuen (1950)
Assistant Professor of Elementary Education (Emerita)
M.A., Northwestern University

Charlotte M. Upton (1958)
Assistant Professor, (Emerita), Department of Home Economics
M.S. in Ed., Illinois State University

Arden L. Vance (1949)
Assistant Professor of Music (Emeritus)
M.M., Northwestern University

Edna R. Vanderbeck-Johnston
Associate Professor, (Emerita), Department of Health, Physical Education, Recreation and Dance
Ph.D., University of Oregon

Wilbur R. Venerable
Director, Admissions and Records
Associate Professor, (Emeritus), Curriculum and Instruction
Ph.D., Southern Illinois University-Carbondale

Dale B. Vetter (1941)
University Professor of English (Emeritus)
Ph.D., Northwestern University

Josephine B. Voorhees (1950)
Assistant Professor and Supervising Teacher in Metcalf (Emerita)
M.A., Michigan State University

Francis M. Wade (1947)
Assistant Librarian, Assistant Professor of Library Science (Emeritus)
M.A., The University of Washington

Lawrence David Walker
Professor, (Emeritus), History
Ph.D., University of California-Berkeley

George Warren
Assistant Professor, (Emeritus), Applied
Computer Science
M.S., University of Illinois, Urbana Campus

William L. Warren
Associate Director, Student Health Service
(Emeritus)
Roosevelt University

Robert D. Weigel (1959)
Professor, (Emeritus), Department of Biological
Sciences
Ph.D., University of Florida

John Wesle
Assistant Professor, (Emeritus), Art
M.A., Case Western Reserve University

Patricia M. Whikehart
Associate Professor, (Emerita), Music
D.M.A., University of Iowa

Charles A. White (1957)
Dean of the Graduate School
Professor, Department of Communication
(Emeritus)
Ph.D., The University of Wisconsin

William V. White (1934)
Director of University Press, Executive
Assistant (Emeritus)
M.S. in Ed., Illinois State University

Jennie Alma Whitten (1919)
Professor of Foreign Languages (Emerita)
Ph.D., The University of Wisconsin
Deceased April 26, 1989

David T. Wiant
Assistant Vice President for Administrative
Services, Director of Personnel (Emeritus)
B.S., Western Michigan University

Leah Margaret Wilcox
Associate Professor, (Emerita), English
Ed.D., University of Southern California

Raymond V. Wiman (1973)
Professor, (Emeritus), Department of
Communication
Ed.D., The University of Nebraska

Emory E. Wiseman (1963)
Associate Professor of Industrial Technology
(Emeritus)

Harvey S. Woods (1957)
Professor, (Emeritus), Department of Agriculture
Ph.D., University of Illinois

Ethel Wooley (1957)
Assistant Professor and Supervising
Teacher in Metcalf (Emerita)
M.A., George Peabody College for Teachers

Ruth V. Yates (1935)
Associate Professor of Speech (Emerita)
M.A., Teachers College, Columbia
University

Lyle M. Young (1952)
Professor of Music (Emeritus)
Ed.D., Columbia University

Orville L. Young (1939)
Professor of Agriculture (Emeritus)
Ph.D., The Pennsylvania State University

William D. Zeller
Professor, (Emeritus), Department of
Curriculum and Instruction
Ph.D., Michigan State University

Ruth Zimmerman (1935)
Assistant Librarian, Assistant Professor
of Library Science (Emerita)
M.A., University of Minnesota



Index

Abbreviations used in the Catalog, 44
 Academic Advisement, 12, 19
 Academic Dismissal, 27
 Academic Good Standing, 27
 Academic Honesty, 28
 Academic Honors, 32
 Academic Policies, 25
 Academic Probation, 27
 Academic Requirements, 27
 Academic Senate and Committees, 8
 Accounting Programs and Courses, 144
 Accreditation, 8
 ACT Score Requirements, Admission, 9, 10
 Acting Sequence, 180
 Activity Fee, General, 13
 Actuarial Science, 122
 Administrative Officers, University, 7
 Admission Policies, 9
 Adult Learning Option, New Start, 28
 Adult Learner Program, 11
 Advanced Placement Program, 31
 Advanced Registration, 27
 Affiliated Engineering, 35, 128
 Affirmative Action, 2, 22
 Agribusiness Program, 51
 Agriculture Education Sequence, 51
 Agriculture Programs and Courses, 51
 Agricultural Science Sequence, 51
 Alumni Services and Development, 37
 Anthropology Programs and Courses, 136, 138
 Application, Admission, 9
 Application, Financial Aid, 15
 Application, Graduation, 29
 Applied Computer Science Programs and Courses, 55
 Applied Geography Sequence, 114
 Applied Science and Technology, College, 51
 Art Programs and Courses, 169
 Arts and Sciences, College, 89
 Arts and Sciences Degree Programs, 89
 Arts and Sciences Sequence, 45, 46, 89
 Association of Residence Halls (ARH), 22
 Athletic and Service Fee, 13
 Athletic Coaching Sequence, 62
 Athletic Training Sequence, 62
 Attendance Policy, 26
 Audiology Sequence, 140
 Audit Tuition, Auditors, 13, 25

Bachelor Degrees, Definitions, 28
 Basic Skills Test, 164
 Beginning Freshman Student, Definition, 9
 Biological Sciences Programs and Courses, 90
 Biological Sciences Sequence, 90
 Black Student Union, 22
 Board of Regents, 7
 Bone Scholars, 32
 Bone Student Center, 23
 Braden Auditorium, 23
 British Sequence, International Business, 144
 Business Administration Programs, 151
 Business, College, 142
 Business Education and Administrative Services Programs and Courses, 146
 Business Education Programs, 146
 Business Information Systems Sequence

- Department of Accounting, 144
- Department of Business Education and Administrative Services, 147
- Department of Management and Quantitative Methods, 151

 Calendar, University, 5
 Campus Description, 7
 Campus Recreation, 23
 Career Counseling, 20
 Catalog Requirements, 29
 Catalog Use, 2
 Center for Learning Assistance, 20
 Change of Major, 27, 39
 Chemistry Programs and Courses, 93
 Child Development and Family Relationships Sequences, 75
 Chinese Courses, 110
 Choral Music Sequences, 175
 Class Standing, 27
 Classics Courses, 111
 Classifications, Student, 9
 CLEP Examinations, 30, 31
 Clubs, 22
 Coaching Sequence, 62
 College Opportunity Admission Program, 11
 Collegiate Organization, 7
 Commencement, 30
 Commercial/Studio Sequence, 61
 Committees, Academic Senate, 8
 Communication Programs and Courses, 95
 Community College Transfer Option, New Start, 28
 Community College Transfer Students Admissions, 10
 Computer Information Systems Sequence, 56
 Concentration, description, 43
 Confidentiality of Student Records, 2, 16
 Congressional Teacher Scholarships, 17
 Constitution Examination, 29
 Consumer Affairs, 22
 Consumer Education, Minor, 147
 Consumer Services Sequence, 75
 Construction Technology Sequence, 81
 Continuing Education and Public Service, College, 8
 Contract Major, (See General Studies Major), 45
 Cooperative Education, 32
 Correspondence and Extension Course Hours Limits, 29
 Costs, 13
 Course Changes, 27
 Course Descriptions, Definitions, 44
 Course Grades, Definitions, 25
 Course Levels, 44
 Course Load Policy, 26
 Counseling Center, 20
 Counseling, Foreign Student, 34
 Counseling, HPS, 33
 Credit/No Credit Courses and Option, 25
 Criminal Justice Sciences Programs and Courses, 59
 Curriculum and Instruction Programs and Courses, 155

Dance Programs and Courses, 61, 67
 Deaf and Hard of Hearing Sequence, 159
 Dean's List, 32
 Degree and Program Index, 43
 Degree Requirements, Undergraduate, 28
 Degrees with Distinction, 32
 Dentistry, Preparation, 35
 Design/Production Sequence, 180
 Development Office, 37
 Disability Concerns, Office, 21
 Disadvantaged Students, Admission, 10, 33
 Discipline Policy, 24
 DISCOVER, 20
 Dismissal from Major, 27
 Double Majors or Minors, 27, 39
 Dropping Classes, 26

Early Admit Program, 11
 Early Childhood Education Programs, 155, 165
 Economics Programs and Courses, 99
 Education, College, 157
 Educational Administration and Foundations Courses, 158
 Elementary Education Program, 155, 165
 Elementary Physical Education Sequence, 62
 Eligibility for Admission to Teacher Education, 163
 Employment, Student, 18
 Energy and Power Technology Sequence, 81
 Engineering, Preparation, 35, 128
 English Composition Proficiency Option, 31
 English Programs and Courses, 102
 Environmental Health Programs, 70
 Equal Opportunity, 2
 Ethnic and Cultural Studies Minor, 46
 Expenses, Estimated Total, 14

Extension or Correspondence Work, 29

Faculty, 45, 185
Faculty, Emeriti, 199
Fashion Design Sequence, 76
Fashion Merchandising Sequence, 76
Federal Grants and Benefits, 16
Fees, 13
Fields of Study, 27, 43
Field of Study Requirements, Education, 165
Finance and Law Programs and Courses, 149
Financial Accounting Sequence, 144
Financial Aid Application Procedures, 15
Financial Assistance, 15
Fine Arts, College, 169
Foods-Nutrition or Dietetics Sequence, 76
Foreign Languages Programs and Courses, 107
Foreign Student Advising, 34
Foundation, ISU, 37
French Programs and Courses, 107, 110
French Sequence, International Business, 144
Freshman Tests, Admissions, 9
Full-time Student Costs, 13

General Assembly Scholarships, 17
General Finance Sequence, 149
General Home Economics Sequence, 76
General Music Sequence, 175
General Sequence, International Business, 144
General Student, 39
General Studies Major, 45
General Technology Sequence, 80
Geography Programs and Courses, 113, 114
Geology Programs and Courses, 114, 116
German Programs and Courses, 107, 111
German Sequence, International Business, 144
Gerontology Program, 136
G.I. Bill, 17
Grade Point Average (GPA), 27
Grading System, University, 25
Graduate and Professional Study, Preparation, 34-36
Graduate Study, 34
Graduation Application, 29
Graduation Fee, 13, 29
Graduation Procedure, 29
Graduation Requirements, 29
Graphic Communication Technology Sequence, 81
Grievance Procedures, 24
Greek Courses, 109
Guaranteed Student Loan Program (see Stafford Student Loan), 18

Handicapped Regulations and Services, 2, 21
Health Education Programs, 69
Health, Physical Education, Recreation, and Dance Programs and Courses, 61
Health Profession, Preparation, 35
Health Sciences Programs and Courses, 69
Health Service Fee, Service, 13, 21
High Potential Students Program, 33
High School Preparation, 9, 10
High School Rank, Admission, 10
High School, Teacher Education, 166
History Programs and Courses, 117
Home Economics Programs and Courses, 75
Honors at Commencement, 32
Honors Program, 32
Horticulture Sequence, 51
Housing and Environmental Design Sequence, 76
Housing Policies, On-campus and Off-campus, 19
Human Biology Sequence, 90
Human Geography Sequence, 114
Human Resource Management Sequence, 151

Illinois State Scholarship Commission Monetary Award Program (ISSC), 17
Illinois Veterans Scholarships, 17
Incompletes, 25
Independent Study, definition, 44

Individualized Opportunities, Honors, 31
Individualized Sequence, General Studies Major, 45, 46
Industrial Accounting Sequence, 144
Industrial Education Sequence, 82
Industrial Technology Programs and Courses, 80
Institute, definition, 44
Instructional Media Program, 95
Instrument Performance Sequence, 175, 176
Instrumental Music Sequences, 175, 176
Insurance, Health and Accident, 21
Insurance Sequence, 149
Interdisciplinary Studies Courses, 48
International Business Programs, 143
International House, 34
International Studies, 39
Internship Program in Business, 142
Italian Courses, 112

Japanese Courses, 112
Japanese Sequence, International Business, 144
Journalism Education Program, 96
Junior High/Middle School Education Program, 156, 165

Keyboard Instrument Performance Sequence, 175, 176

Late Payment, Late Registration Fee, 13
Latin American Studies Program, 47, 91
Latin Courses, 110
Law, Preparation, 35
Learning and Behaviorally Disordered Sequence, 159
Learning Assistance Center, 20
Learning Resource Center, 36
Legal Services, Student, 22
Legal Studies Program and Courses, 130, 133
Library, University, 7
Loan Programs, 18
Location, Geographic, 7
Lower Division Honors, 32

Major, definition, 43
Major Fields of Study, 27, 43
Management and Quantitative Methods Programs and Courses, 151
Manufacturing Technology Sequence, 81
Marketing Programs and Courses, 153
Mass Communication Programs, 95
Materials Charges, 13
Mathematics Assistance Center, 20
Mathematics Programs and Courses, 123
Media Services, 36
Medical Record Administration Program, 70
Medical Technology Program, 70
Medical Requirements, 12
Medicine, Preparation, 35
Mentally Handicapped, Educable, Sequence, 159
Mentally Handicapped, Trainable, Sequence, 159
Merit Recognition Scholarship, 17
Military Science Program and Courses, 86
Minor, definition, 43
Minor fields of study, 27
Minority Professional Opportunities, 33
Multidisciplinary Studies Sequence, 45, 46
Museums, 37
Music Education Programs, 174
Music History, Literature Sequence, 176
Music Programs and Courses, 174
Music Theory, Composition Sequence, 176
Music Therapy Sequence, 176

National Guard Scholarship, 17
National Student Exchange, 34
New Start Policy, 28
Non-resident, Definition and Cost, 13
Nursing Preparation, 35

Occupational Safety Sequence, 71
Office Administration Programs, 147
Operations Management Sequence, 151

Organizational Management Sequence, 151
Orientation Days, Preview ISU, 11
Overseas Study Centers, 34

Part-time Student Costs, 13
Pass/Fail (See Credit/No Credit Option), 25
Payment of Tuition and Fees, 13
Performance Sequence, Dance, 61
Perkins Loan, 18
Philosophy Programs and Courses, 126
Physical Education Programs and Courses, 62, 64
Physical Geography Sequence, 114
Physically Handicapped Sequence, 160
Physics Programs and Courses, 128
Placement Examinations, 12, 31
Placement Service, 20
Planetarium, 37
Political Science Programs and Courses, 129
Pre-Business Classification, 142
Pre-Engineering, 35, 128
Preview ISU, 11
Private Scholarships, 18
Probation (See Academic Probation), 27
Production Agriculture Sequence, 51
Professional Education Requirements, 163-168
Professional Practice, 32, 44
Professional Study, 34
Proficiency Examination Program, Departmental, 30
Program Management Sequence, 62
Psychology Programs and Courses, 133
Public Relations Program, 96

Quantitative Economics Concentration, 100

Reading Education Program, 160
Readmission, Former Students, 11
Recreation and Park Administration Programs and Courses, 62, 68
Recreational Facilities Fee, 13
Refund Policies, 13
Regents' Tuition Waivers, 17
Registered Nurses Admissions, 11
Registration, 12, 26
Reinstatement Policy, 28
Religious Observance, 27
Repetition of Courses, 26
Research and Sponsored Programs, 37
Residence Halls, Association, 22
Residence Halls, Policies, 19
Residence Requirements for Graduation, 29
Residential Life, 19
Residents, Definition and Cost, 13
Room and Board Costs, 14
Russian Programs and Courses, 108, 112
Russian Sequence, International Business, 144

SAT Score Requirements, Admission, 9, 10
Safety Programs, 71
Satisfactory Progress Policy, 15
SCERB, 24
Scholarships, 17
Second Bachelor's Degree, 30
Secondary Physical Education Sequence, 62
Seminar, Definition, 44
Senior College Hours, 29
Senior Evaluation, 29
Sequence, Description of, 43
Services for the Handicapped, see Disability Concerns, 21
Small Business Institute, 142
Social Sciences Programs, 89
Social Work, Preparation, 36
Social Work, Programs and Courses, 136, 139
Sociology Programs and Courses, 135, 137
Spanish Programs and Courses, 108, 112
Spanish Sequence, International Business, 144
Special Admissions, 10, 11
Special Application Sequence (ACS), 57
Special Education Programs, Admission, 159

Special Education, Teacher Education, 166
Special Fees, 13
Special Services, 33
Specialized Educational Development Programs and Courses, 159
Speech and Hearing Clinic, 22
Speech Communication Programs, 96
Speech Pathology and Audiology Programs and Courses, 140
Stafford Student Loan, 18
State Scholarships and Grants, 17
State Special Education Scholarships, 17
Student Body Board of Directors, 22
Student Classifications, 9
Student Clubs and Organizations, 22
Student Employment, 18
Student Health Program, 20
Student Judicial Office (SCERB), 24
Student Life and Programs, Office, 22
Student Teaching Assignment, 167
Student Teaching Requirements, 167
Study Abroad, 33
Summer Sessions, 8
Supplemental Educational Opportunity Grants (SEOG), 16

Talent Program, Admissions, 11
Teacher Certification, 163
Teacher Education Program Requirements, 164
Teacher Education Programs, 164
Teaching English to Speakers of Other Languages (TESOL) Program, 103
Teaching, Preparation for, 36
Technical Systems Sequence, 56
Television/Audio Production Unit, 36
Temporary Courses, definition, 44
Tenant Union, 22
Tests, Admission, 9
Theatre, Programs and Courses, 180
Therapeutic Recreation Sequence, 62
Title IX, 2
Topics Courses, definition, 44
Transcript Fee, 13
Transfer Students, 9, 10
Tuition and Fees, 13
TV 10 News, 23

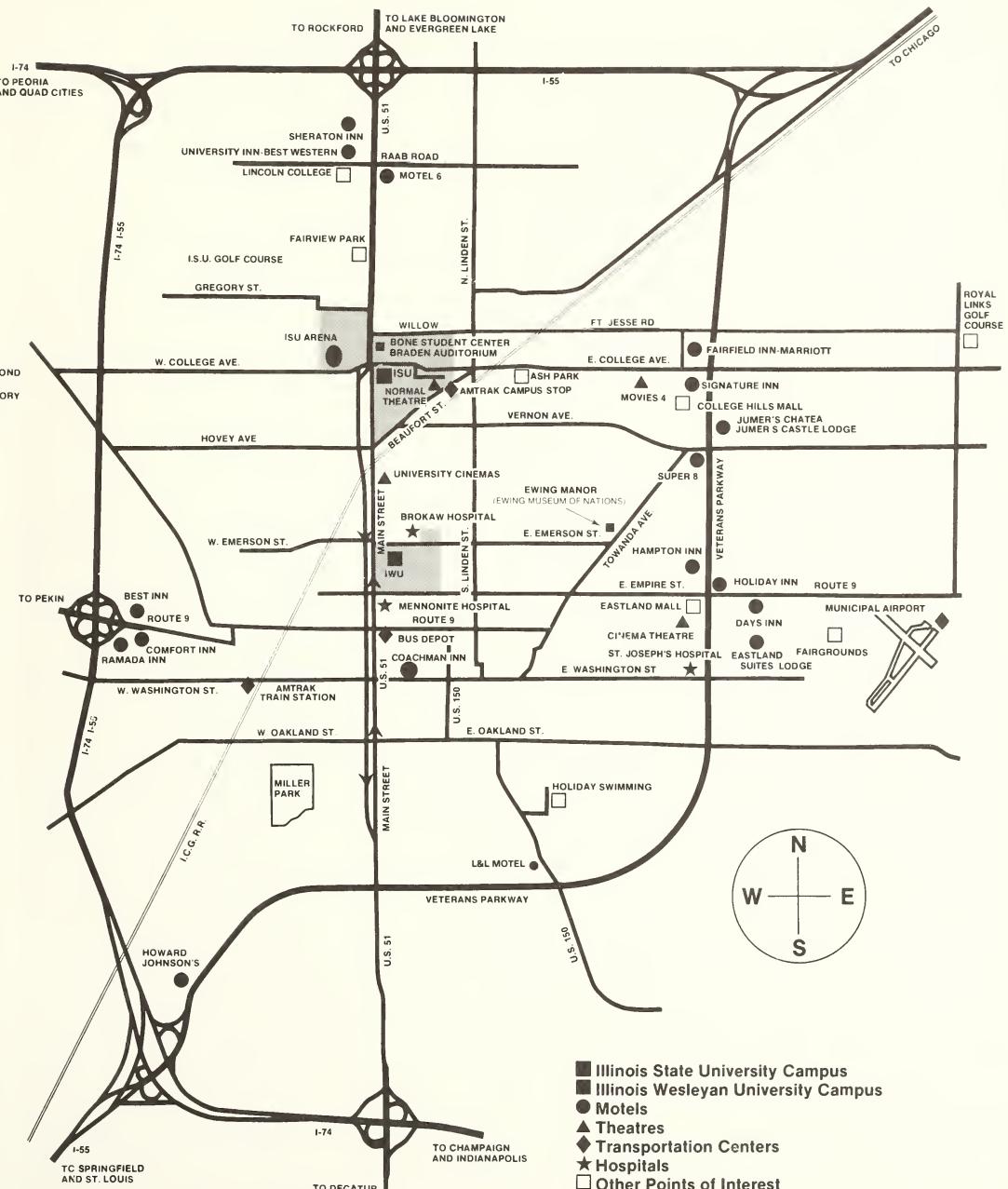
Unclassified Students, 9, 11, 16
Undergraduate Research Assistants (URA), 33
Undergraduate Teaching Assistants (UTA), 33
Units of Instruction, definitions, 43
University Multicultural Center, 23
University Scholarships, 17
University Studies Courses and Groups, 39
University Studies, Individual Program, 42
University-wide Programs and Courses, 43, 47
Upper Division Honors, 32

Veteran's G.I. Bill, 17
Veteran's Option, New Start, 28
Veteran's Program, 11
Veteran's Services, 19
Veterinary Medicine, preparation, 35
Vidette, 22
Visually Handicapped Sequence, 160
Vocational Rehabilitation Education Assistance, 16
Voice Performance Sequence, 176
Voter Registration, 22

WGLT, 36
Withdrawal Policies Procedures, 26
Women's Studies, 47, 89
Workshop, definition, 44
Work-Study Program, 18
Writing Examination, 29
Writing Program, 103
WZND, 23

Yearly Expense Estimate, 14





- Illinois State University Campus
- Illinois Wesleyan University Campus
- Motels
- ▲ Theatres
- ◆ Transportation Centers
- ★ Hospitals
- Other Points of Interest

Normal-Bloomington

© Illinois State University
Equal Opportunity/Affirmative Action University

illinois
state
university

UNDERGRADUATE CATALOG

1990-1991